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ABSTRACT

Hearings on the difficulties experienced by Hispanic (Mexican American, Puerto Rican, Cuban American) students in entering postsecondary education and ways to assist this population are presented. According to testimony, several legislative programs designed to serve economically disadvantaged students have failed to reach Hispanic students, because, among other reasons, program administrators are unfamiliar with Hispanic demographics. In addition, programs designed to recruit, admit, and support Hispanic students are being cut back or eliminated, and financial aid cutbacks are affecting a large number of Hispanic families. Attention is focused on the inability of school districts to educate Hispanic students and the difficulty of colleges to recruit and graduate the Hispanic students who complete high school. Institutional barriers and problems confronting Puerto Rican students in the United States and in Puerto Rico are also addressed. Attention is also directed to: junior college-level instruction serving adult Hispanics provided at St. Augustine College, Chicago; the college assistance to migrants program; a specialized high school in Washington, D.C., designed for Hispanic and other limited English-speaking youth; and the Talent Search Program. (SW)

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HISPANICS ACCESS TO HIGHER EDUCATION

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HEARING

BEFORE THE

SUBCOMMITTEE ON
POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

NINETY-SEVENTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, D.C., ON SEPTEMBER 16, 1982

Printed for the use of the Committee on Education and Labor

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HISPANICS ACCESS TO HIGHER EDUCATION

THURSDAY, SEPTEMBER 16, 1982

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to call, at 9:40 a.m., in room 2257, Rayburn House Office Building, Hon. Paul Simon (chairman of the subcommittee) presiding.

Member present: Representative Simon.

Also Present: Representatives Corrada and Martinez.

Staff present: William A. Blakey, counsel; Lisa Phillips, majority staff assistant; Betsy Brand, minority legislative associate; and Gilda Terrazas, subcommittee fellow.

Mr. SIMON. The Subcommittee on Postsecondary Education will come to order.

We are holding hearings today for the first time on a problem that is not one which is likely to erupt in headlines. It is the question of Hispanics in higher education.

In the State of Illinois, we have, roughly, 500,000 people of Hispanic background, and, incidentally, more Spanish-speaking people—I see at least one Illinois citizen out there—I think I am correct in saying we have more Spanish-speaking people in the State of Illinois than has the State of New Mexico.

However, it is a problem that tends to be ignored. For example, in my rural, southern Illinois District, there are virtually no Hispanics. They live in certain pockets in the State, and the higher education communities have not paid that much attention to the problem.

I cite Illinois, not to pick on Illinois, but to suggest that Illinois is probably fairly typical.

Some action was taken back some years ago when I was Lieutenant Governor. But there has not been much attention given to the problem.

Of the 50 percent of Hispanics who finished their high school education—incidentally, this is the highest dropout rate of any ethnic group in the United States, and is another indication of the problem that has to be addressed—19 percent go on to enroll in postsecondary institutions.

The enrollment of these students who do enter higher education is disproportionately weighted in 2-year community colleges, with very little transition into 4-year colleges and graduate schools.

Hispanics representation remains high in the social sciences and nontechnological fields. Poor recruitment in professions, law, and

medicine, prevail. That is basically the situation. I am not here with any program. We are here, I think, No. 1, to call attention to the problem.

No. 2, we want to hear if there are ways that we can deal more effectively with the problem. We are proud of our Hispanic-Americans and the contribution they make, not least, the contribution they make to the U.S. Congress. But that contribution could be a greater contribution to our society if more had the opportunity to take full advantage of their potential in the field of higher education.

With those general remarks, I am going to ask my colleague, Baltasar Corrada, if he wishes to add anything at this point.

Mr. CORRADA. Thank you, Mr. Chairman.

I appreciate very much, as a member of the full Education and Labor Committee, being able to participate in this hearing with you, and I would like to commend my good friend and colleague from Illinois for holding these hearings today, and for the interest he has always shown in the Hispanic community.

As these hearings will show, Hispanic students, both here and in Puerto Rico, experience a very peculiar type of difficulty in entering the postsecondary education field. This problem of access to higher education will be the focus of our hearings this morning, and as a member of the Education and Labor Committee, I am delighted to be able to join this panel throughout the discussion.

This year, Mr. Chairman, as part of the National Hispanic Heritage Week, the Congressional Hispanic Caucus has been holding a series of symposiums on various topics of interest to the Hispanic community.

For 2 days, we hosted a group of very distinguished panelists to discuss such items as immigration, employment, housing, technology, the Hispanic consumer market, and voting, to name a few.

And of course, a panel on education in which you participated yesterday.

While all of us in this room are critical regarding the well-being of our population, it is my belief that nothing is so important to the individual as education, for education is the building block from which each of us launches his or her own career and the resource we use to achieve competence and excellence among our peers.

Federal education spending is a small part of the Nation's total education budget—13.7 percent of funds for higher education, 8.5 for elementary and secondary programs.

Yet, these funds are extremely important in addressing unmet needs and initiating new efforts to assure equal educational opportunity for our children. These are the efforts, such as education for the disadvantaged, the handicapped, bilingual education, migrant programs, and, of course, Pell grants, guaranteed student loan programs, work study programs, national direct student loan programs, SEOG, which will bear the brunt of reduction in Federal funding.

I want to commend the chairman, by the way, for the tremendous and courageous battle in which we have engaged with the chairman's leadership in the Education and Labor Committee.

He is also a member of the House Budget Committee. We have had to be engaged in a tremendous battle for the last 2 years to

protect as much as we can of these important programs—and may I say, with a considerable degree of success, vis-a-vis the original proposals for deep reductions in many of these programs.

Federal intervention in these programs was not initiated by whim of Congress. These efforts were created in direct response to a nationally recognized flaw in the local- and State-directed educational policy.

There is no reason, then, to now turn our backs on these special interests which are not the special interests of selfish people, but the special interests of the children and the youngsters of our Nation, simply because the budget must be reduced.

The needs which existed last year are still here today, and will continue to exist tomorrow.

No amount of myth making about the Government role of the Federal Government in the area of education will dismiss the reality that without Federal assistance, poor children would not receive the kind of educational services they do today.

Children with limited English-speaking skills would learn English less quickly. Handicapped children would find their educational needs unmet and many children desiring a chance to improve their lives by achieving a college education would find that they could not afford one.

Federal education programs help all these children receive educational benefits that they may not otherwise get. This, in my opinion, is a sound, reasonable national investment and I look forward to hearing the testimony to be provided in this hearing to obtain additional data and facts that will help the Education and Labor Committee in the future in continuing to protect these programs, and see how Federal policy can be shaped so that it will always answer and respond to the needs and aspirations for better educational services of the Hispanic community at large.

Thank you, Mr. Chairman, for your generosity in providing me this time.

Mr. SIMON. We thank you, not only for your statement, but for the contribution you have made.

Our first witness is the chairman of the Committee on Agriculture of the House of Representatives. He can correct me if I am wrong in this, but I believe I am correct in saying he is the first Hispanic person to serve as chairman of a major committee in the House of Representatives, the Honorable Kika de la Garza.

We also have with us our colleague from New York who has not been here long enough to become chairman of any major committee, the Honorable Robert Garcia.

Let me again say this House can be proud to have Kika de la Garza as chairman of the House Committee on Agriculture. He makes a significant contribution there.

STATEMENT OF HON. E "KIKA" de la GARZA, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF TEXAS

Mr. DE LA GARZA. Thank you very much, Mr. Chairman.

I appreciate your kind personal words.

Mr. Chairman, and members of the committee, on behalf of my constituents, I would like to thank you for your efforts to maintain the student financial aid programs.

Many of the young people in south Texas would not have the opportunity to receive a college education if it were not for the assistance they receive from the Federal Government in the form of loans and grants.

If the administration's proposals for Pell grants and guaranteed student loans had been adopted, many of my constituents would have been forced to give up hope of a college education. I commend the committee for its leadership in opposition to the proposed cuts. And you, Mr. Chairman, for your personal leadership in that endeavor.

The statistics on the percentage of Hispanic and other minority youth in higher education is frightening to anyone concerned with the health of our economy in the years to come. Our economy is at a crossroad. If we act soon, 50 years from now the history books may refer to the last quarter of the 20th century as the time of the technological revolution. If we fail to act, the historians may refer to this time as the decline of the West and the rise of the East.

One cannot pick up a newspaper or general interest magazine without reading about the new technology signaling the end of the industrial revolution: Computers, microprocessors, silicon chips, robotics and biotechnology, to name just a few of the things which are transforming the economy and society.

The same newspapers and magazines regularly report on Japan's latest advance in the same technologies. From a different section of the paper, the help-wanted ads, one realizes that there is a great demand for people with skills and knowledge of the new technology.

It is vital that our colleges and universities provide the economy with a sufficiently large and sufficiently skilled labor force if the economy is to prosper. The United States will simply not be able to compete in the international marketplace without an educated labor force.

Based on the Administration's efforts to cut Federal aid to education, it apparently has not realized that the industrial revolution is over, and that this change has had a major impact on society's needs.

During the industrial revolution, our society did not need a highly skilled and educated labor force, most people could learn the necessary skill on the job.

Increasingly, however, one must have knowledge and skills which cannot be taught on the job in order to compete in the labor pool. If the administration recognized the change, it would realize that cutting aid to education is not only counterproductive, but threatens our economic future.

While our society's willingness to invest in education cannot insure a prosperous future, lack of such investment will end many of the hopes we have for the future.

The most cursory examination of demographic trends in the United States will provide the necessary evidence to justify at least one area in which a strong Federal commitment to higher education is called for.

Hispanics presently comprise 20 percent of the school-age population in the United States, up from 11 percent only 10 years ago. The percentage will continue to grow. Eight percent of college-age youth are Hispanic, yet they receive only 2.1 percent of bachelor level degrees of 1.2 percent of doctoral degrees.

Unless we commit ourselves to increasing the number of Hispanic and other minority youth receiving a higher education, we risk the development of a polarized society unable to meet its needs for a skilled and educated work force.

It is estimated that in the near future, blacks, Hispanics and other minority groups will comprise at least 50 percent of the students at the elementary and secondary level. It is these very youngsters who are our hope for the future. They are the raw material of our future prosperity. It is imperative that we invest in their education.

Mr. Chairman, the subcommittee is to be commended for its efforts today. There are so many facets to this problem, and I have touched on only one. I have so many personal experiences I could share with you, but I will not yield to the temptation, for I am sure the assembled panelists have many ideas they wish to present to the committee, so I will not take any more of your time, except that you can be sure of my future support in any initiatives the subcommittee may take for giving Hispanic and other minority youth an opportunity to avail themselves of the higher learning which will allow them to play an important, necessary, justified role in our society and economy.

I thank you, Mr. Chairman.

Mr. SIMON. We thank you very much. We would like to hear those personal stories. I am sure it would add to and be a fascinating part of our testimony, this morning.

The one question I will be addressing to all witnesses is, Is there anything specific that we ought to be doing beyond the Pell grants, the traditional student assistance programs, to encourage Hispanic young people to take advantage of educational opportunity?

Mr. DE LA GARZA. Money is the No. 1 deterrent, Mr. Chairman, so we must continue in that area.

Outreach—there was and still is some conducted by many of the colleges and universities—I regret to say—and I say this with kindness and charity in my heart, that many of the major institutions outside of the areas where Hispanics normally live have outreach programs. I feel they have them because it means dollars coming into their institutions.

The incentive for youngsters to continue their education exists individually and in the families; it is already there.

The assistance they get from the communities where they live, that could be enhanced some.

The involvement by States certainly needs much improvement, but we could not involve ourselves too terribly much in that area. So putting it all together, I would sum it up: Money available—not giving them money, but giving them the opportunity to have the money at the time they need it for a college education, and more outreach, which I don't know that we could handle by legislation or not—meaningful outreach, not token representation.

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And outreach to bring them into the center—I recently met a youngster in California working in the vineyards who was attending one of the major institutions in the Northeast. He informed me he was in a Latin American studies program at this very prominent institution.

I was elated by this until I found out that there were only six students in the Latin American education program. That is perhaps one of my disagreements with some of these institutions, that for our youngsters—and I say this again very respectfully, and I hope it won't be misinterpreted, what we don't need is Latin American studies, we need the engineer, the doctor, the lawyer, we need the basic education. We want Hispanic students in the major institutions throughout the United States, along with the other youngsters with whom they would have to compete in the marketplace, rather than have Latin American studies with six students at such a prestigious institution as the one that I was told had this program.

Mr. SIMON. Mr. Corrada?

Mr. CORRADA. I have no questions for the witness except to say, of course, that I commend him for his interest in testifying today. I know of his efforts for the well-being of Hispanics, not only in the field of education, but in many other fields.

Mr. DE LA GARZA. You say this is not going to make headlines and possibly it won't, but I want to leave a shocker for you. I perhaps am the best example of what the GI bill of rights did for many, many of us, but I don't want another war to have to educate our children.

We have the responsibility to provide those funds and not wait for another GI bill of rights, another war, destroying a lot of property and hurting a lot of people.

Mr. CORRADA. Thank you very much.

Mr. SIMON. Our next witness is the gentleman from the State of New York, Robert Garcia, who is chairman of the Hispanic Caucus. We are honored to have him here.

STATEMENT OF HON. ROBERT GARCIA, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK

Mr. GARCIA. Thank you, Mr. Chairman. The advantage most of us have in this room is that you and I have sat through hearings both on this side and on that side and when we come to testify it is like being in a family because you have been so responsive to our community and to poor people in general. I am personally delighted that I can come before you and your subcommittee and express some of the concerns that we have within our Hispanic community as it pertains to our educational goals.

I want to thank you, and of course, my colleague, as the only two Puerto Ricans in the U.S. Congress. He was born in Puerto Rico and I was born in New York.

Mr. SIMON. Mr. Martinez, our new colleague from California has joined us.

Mr. GARCIA. And a breath of fresh air that blew in from the west coast, my good friend Marty Martinez, who also is our latest and newest member of the Congressional Hispanic Caucus.

Mr. Chairman, I would like if you don't mind—generally speaking, to summarize——

Mr. SIMON. We will enter your full statement in the record.

Mr. GARCIA. I am going to read the statement, if you don't mind, Mr. Chairman, because I just think the issue is probably one of the most important issues we face as a community.

Mr. Chairman, it is my pleasure to speak before the Education and Labor Subcommittee on Postsecondary Education today on an issue that is of deep concern to many of my constituents in the South Bronx, and to me, as an Hispanic; the plight of Hispanics in education.

The condition of Hispanic participation in postsecondary education is desperate and continues to warrant critical and immediate attention. A myriad of Federal and institutional barriers continue to exist and to reinforce each other even after 15 years of civil rights legislation.

There is an illusion of improved access that has militated against necessary changes in existing systems. Meanwhile, Hispanic students remain severely underserved by programs designed to correct inequities. Hispanics continue to be inadequately served by the current idea that inequities no longer exist.

To the degree that Federal programs influence institutional behavior and to the degree that institutional advocacy influences Federal policies, these policies form a cycle difficult to break without specific programs or policy intervention.

Many Hispanic educational organizations, and specifically the Hispanic higher education coalition, have sought to address these barriers via a concise focus on the policy process aspect of this problem. Their efforts have been concentrated on greater Hispanic access to postsecondary education and the retention of Hispanics in college programs.

Many scholars and researchers familiar with the Hispanic community assume that Hispanic education issues have not been sufficiently examined even by equity researchers or bilingual educators.

Systematic and structural disadvantages facing Hispanic learners are so great at all levels of education are so intertwined with Hispanics' political powerlessness that disadvantages are rarely understood.

Several legislative programs designed to serve economically disadvantaged students have failed to reach Hispanic students because program administrators at Federal, State, and institutional levels are unfamiliar with Hispanic demographics and because too few Hispanic professionals are employed in positions of influence and policymaking, such as title III funding and developing institutions.

It may be impossible to disentangle the educational problems from Hispanic political disenfranchisement, inasmuch as educational policy is political both at local and higher levels—neither level at which Hispanics have control of political institutions, even in geographic areas in which they are the majority.

We must focus on the inability of school districts to educate Hispanic students and on the difficulty of colleges to recruit and graduate those relatively few Hispanic students who survive K through 12.

The difficulties many Hispanic students face in both K through 12 and higher education suggest the necessity of improving the transition between the two systems.

School data point to three disturbing trends in the education of Hispanics: Hispanic children enroll in school at rates far lower than those for non-Hispanic students; they fall behind their classmates in progressing through school; and their attrition rates are higher than those of non-Hispanic students.

Withdrawing from high school prior to graduation can have lifelong effects on one's social and economic well-being.

Although the number of Hispanic-American secondary school graduates increased from 1975 to 1980, Hispanic secondary school graduates as a percent of the Hispanic population declined from 58 percent to 54 percent.

In 1980, 83 percent of 18- to 24-year-old whites were high school graduates compared to 54 percent for Hispanics.

Hispanic children attended more segregated schools in 1976 than was even the case in 1970. These data show dramatic national and regional trends, to the extent that more than two-thirds of all Hispanic students were enrolled in public schools in which 50 percent of the enrollment was minority.

Moreover, bilingual education programs remain inadequate in most States, both in the diagnosis of linguistic competence and in the provision of bilingual curricula and personnel.

Fewer than half of the Hispanic public school students having been identified as limited or non-English speaking are served in bilingual programs.

Further, few classrooms have Hispanic teachers; less than 2 percent of American secondary teachers are Hispanic. Unless the number of Hispanic educators is increased, bilingual programs and school systems will continue to be unresponsive to the needs of bilingual children.

The failures of school systems to meet the needs of Hispanic communities are mirrored in postsecondary institutions, where issues of limited access, discriminatory practices, and high attrition disproportionately affect Hispanic students.

Although there is a public perception that Hispanic enrollments have greatly increased in recent years, the reality is markedly different.

Despite the fact that Hispanics make up 5.3 percent of the American population, they represent only 4.3 percent of the undergraduate students and approximately 2.5 percent of the graduate and first-professional students.

The percentage of the Hispanic high school class participating in postsecondary education decreased from 46 percent in 1972 to 13 percent in 1979.

It is clear that Hispanic enrollments have not shown the growth that could be expected from affirmative action programs, governmental efforts, or institutional efforts to increase minority student enrollments.

While these statistics demonstrate that the penetration into postsecondary education institutions has not been deep, data show that the access also has not been widespread.

In 1978, only 23 percent of white full-time students attended 2-year colleges, while 42 percent of Hispanic students attended these institutions.

Two-year institutions have increased Hispanic access, but have inherent problems in transfer, part-time faculty, and funding patterns.

Moreover, Hispanic students do not even have full access into open-door institutions, as a mere 21 colleges enroll 24 percent of all Hispanic students; when the 34 Puerto Rican institutions are included, these 55 colleges enroll 43 percent of all U.S. Hispanic students.

Consequently, Hispanic students are extraordinarily concentrated in fewer than 2 percent of our Nation's universities. To say that the leadership of these schools is non-Hispanic is to dramatically understate the case.

Hispanics comprise only 1.5 percent of higher education faculty and executives, including faculty in Spanish and bilingual education departments.

As of last summer, there were only 5 Hispanic 4-year presidents and 16 Hispanic 2-year presidents in American institutions.

Obviously, educational institutions have failed to meet the needs of Hispanics children. Many of the key indicators point to a worsening condition unless major action is undertaken at local, State, and Federal levels.

Efforts must be initiated to increase the number of Hispanic educators at all levels and to ease the existing systems of college access. The demand for articulating the general status of Hispanic education is critical and translating these needs into program areas is desperately needed.

Mr. SIMON. We thank you for your statement. I have a number of questions I would like to ask, but we are faced with real time constraints because we are going into full committee at 11 now.

Let me ask you one question and that is, Should there be some special effort, is there anything the Federal Government ought to be doing to encourage Hispanics, to diminish the dropout rate, to increase enrollment in colleges? To be even more specific, the worst statistics, if you take the Hispanic community as three large groups, Mexican, Puerto Rican, and others, and if all of you will forgive me for this generalization, the worst statistics are for the Puerto Rican community.

Is there anything the Federal Government ought to be doing?

Mr. GARCIA. There is no way we can have an affirmative action program as it relates to institutions, when you talk about the students, without thinking of an affirmative action program in terms of who those persons are who are going to be admitting those students.

In other words, I am talking about faculty—both at the faculty and administration levels.

It seems to me that without having those people at the top encouraging us who are at the bottom we are never going to have total and complete access. We must concentrate on more Hispanic colleges in the city of New York, to give you an example, I can only think of one institution, with a population of about 1.7 million

people in the city of New York who are part of a total Hispanic community—we have one college. And that is a 2-year school.

On the board of higher education in the city and the State of New York, we do not have adequate representation to make those decisions. We recently appointed—the city of New York recently appointed a college president and we have one person on that board when we, as far as I am concerned, should have two and three people on that board making the decisions.

It just seems to me that affirmative action, while some people look upon it as "quotas" and things like that—no one should be admitted, obviously, who doesn't have the credentials to be on those boards. But God knows within the city of New York and in the Puerto Rican community specifically, we have many, many people with all the credentials needed to fill those positions.

Mr. SIMON. Thank you.

Mr. Corrada?

Mr. CORRADA. Mr. Chairman, there is this one element that contributes to the fact that the Puerto Ricans among the Hispanics are the ones who rate lower in terms of percentage of those who go on to college, and this is merely a reflection of the fact that among all the Hispanic groups in the Nation, the Puerto Ricans are by and large at the lowest scale of the economic ladder.

That is, the income of Puerto Ricans as an average is below that of the Cuban Americans and the Mexican Americans. Because they are among the poorest of the Hispanics, they drop out from elementary and secondary schools, particularly when they get to the eighth grade in elementary school where there is a tremendous pressure for those kids to go out and get a job or help the family, because of their poverty situation.

The policies pertaining to employment have a lot to do with this.

Second, let me say, I believe there is also a need to develop and target some funds through title III for developing institutions that are located in areas of high concentration of Hispanics and Puerto Rican kids, institutions which would be more sensitive to the admission of these students, and who would be better prepared to provide whatever remedial services are necessary, of course, to take care of their, let's say, linguistic problems and other similar problems.

Mr. GARCIA. I speak specifically of New York. I am sure if you go into the States of Texas, Colorado, Arizona, New Mexico, California, Florida, you will find the same lack of personnel at the highest levels.

I say that because I want to make it clear—I speak from my own personal experiences as a New Yorker, but I also want you to know it has been brought to my attention from all other parts of the country where we have a sizable Hispanic population.

Mr. SIMON. If the Chair could just add to the remarks of my colleague from Puerto Rico, it has occurred to me that one of the things we might do when we reauthorize the Higher Education Act is have a new section with special grants and incentives to schools that reach out to the Hispanic community, so that we recognize in a very special way that this is a problem that must be addressed.

Mr. GARCIA. One final point, if I may, Mr. Chairman. These past 2 years, I believe, have been an absolute disaster for Hispanics. I

think 1981 and 1982 have never been equalled in terms of the cuts and the effect this administration has brought upon higher education.

I know that we are talking about trying to put some innovative programs in. The last couple of years for us have been somewhat of a holding action, hopefully to change things in 1984 to get some sensitivity back in the highest levels of government where all people enjoy their country, instead of just a few.

I say that to you because I know it has been a difficult year for you and your committee in terms of just trying to hold back the flood that this administration is trying to send across the country.

Mr. SIMON. Mr. Martinez?

Mr. MARTINEZ. An issue comes up over and over again about why the dropout rate is high among Hispanics. I know among Mexican-Americans, that one of the reasons why they get into junior college to large extent but never go beyond is during that period of time, great pressure is exerted on them; financial pressures.

By the time they have even completed their 2 years and gotten their AA degree, pressure is so great they can't go on. I have always felt if the Federal Government provided some aid, in conjunction with private enterprise, to provide the kinds of jobs these young people are interested in after they leave college, and the encouragement from that job to continue their education, allowing for time from that job, it would be giving employment that could aid the student in continuing their education as well as assisting in their family responsibilities. That might be the best kind of a program we could provide from a Federal level.

Mr. GARCIA. I know as the newest member of the Congressional Hispanic Caucus and as a member of this subcommittee, just let me say this to you, if I may: I believe that with your arrival here and representing the large Hispanic community that you do in the State of California, and being from that community in itself sets an example for many young people.

I think one of the basic problems we have had is that there have been no real examples in terms of our youngsters to follow, as pertains to: "Why should I go further?" You know, "Big deal. What am I going to get? I am still a Chicano, I am still a Puerto Rican."

But I just think the higher you—persons like yourself and myself who come out of these communities and grow, I think, the better it serves as an example, and I think education becomes part of that example as we go down the line, so that I would say to you that I am delighted, first of all, to see you there.

Mr. SIMON. We thank you very much for your testimony and your presence here today.

Mr. GARCIA. Thank you, Mr. Chairman.

Mr. SIMON. We have three panels and have, unfortunately, run into a situation where there is a meeting of the full committee at 11. We will have to adjourn at that point to join the full committee.

I hope you will not feel your time is wasted because, among other things, we will end up with a document, the public document from this hearing which will, I think, probably be the most comprehensive look at the problem that this Nation has ever had. This is a significant contribution in and of itself.

But I will ask each panel member not to read their testimony. We will not have time for that. I am going to have to limit each panel member to about 2 minutes for just a general outline of their statement and I would particularly be interested in responses to a specific question: What should the Federal Government be doing to address this problem?

Our first panel is made up of Mr. Carlos Arce, Mr. Arturo Madrid, and Ms. Miriam Cruz.

The three of them can join us. Mr. Arce is a social scientist from the University of Michigan and executive director of the National Chicano Council on Higher Education.

Mr. Madrid is the former director of the Fund for the Improvement of Postsecondary Education; and Ms. Cruz, whom I have known for more years than she will ever want to admit, from the State of Illinois, is the legislative Chair of the National Puerto Rican Coalition.

Mr. Arce?

STATEMENT OF CARLOS ARCE, SOCIAL SCIENTIST, UNIVERSITY OF MICHIGAN, AND EXECUTIVE DIRECTOR, NATIONAL CHICANO COUNCIL ON HIGHER EDUCATION

Mr. ARCE. Mr. Chairman, on behalf of the National Chicano Council on Higher Education, of which I am the executive director, I want to express our appreciation to you and to the members of this subcommittee for having these hearings and inviting us.

I will take the 2 minutes you allow us. One can repeat infinite littanies of statistics, and I have my own littany in the written document and will leave that for you.

I have a longer appendix which I have also provided to your committee with such information. Congressmen de la Garza and Garcia have, in a sense, provided sufficient information for the record, I think at this moment.

I will take your invitation and go to the last two parts of my written statement which answers your question, what can be done?

A few enrollment statistics and demographic projections suffice to confirm that a severe problem exists. There are, however, observations beyond these numbers that are potentially more useful. These very brief observations reflect my own prognosis for both short-term solutions and longer range planning.

First, with regards to helping maintain the current level of access at all levels of higher education, it is imperative that Hispanic graduate education, generally, and Hispanic academic careers in particular, be supported.

Only by early and creative intervention at this level can we hope to provide an institutional setting with proper role models, relevant curriculum and sufficient sensitivity for Hispanic youth entering college during the rest of the decade.

Among the needed solutions are certainly more assistance for graduate education and perhaps a carefully targeted program of federally supported national Hispanic visiting professors for providing recently trained Hispanic scholars the opportunity to fulfill ambitions to teach at the collegiate level.

Such a program would have the added benefit of helping institutions bring fresh ideas and resources during economically difficult times for higher education.

A second prognosis, more of a long-range perspective, involves attention to and support for increasing the early phases of the pool of potential talent for higher education. I refer to interventions at the secondary and pre-secondary levels.

Significant support and innovative ideas are required if we are to break the terrible loss that takes place in the early years of our Hispanic youth. The low rates of high school completion and subsequent low college enrollment must be reversed. It is a primary responsibility of society, especially its educators and policymakers, to solve this problem. I invite us to work together to search for and implement such a solution.

Mr. SIMON. We thank you very much.

[The prepared statement of Carlos Arce follows:]

PREPARED STATEMENT OF CARLOS H. ARCE, PH. D., EXECUTIVE DIRECTOR, NATIONAL CHICANO COUNCIL ON HIGHER EDUCATION

On behalf of the National Chicano Council on Higher Education, of which I am the Executive Director, I want to express our appreciation to the Chairman and members of the Subcommittee for holding these timely hearings and for inviting us to testify on the critical issues regarding the higher education of Hispanic Americans. The National Chicano Council is dedicated to increasing the depth, breath and stability of Hispanic participation in all sectors of American higher education. Although our organization's involvement has extended over the past eight years, we are now more concerned than ever by the smallness and fragility of Hispanic gains in education and by the erosive condition that presently obtains for those modest advances. I am sure that most witnesses will concur with me in pointing at the fact that the problems confronting Hispanic higher education are numerous and complex and that the interventions needed to solve them will need to come from many sectors and will have to be creative and assertive.

My comments can only shed light on very slected issues surrounding higher education. I will briefly cover some demographic information about Hispanics, concentrating on the education-relevant aspects of it; then I will review the current extent of Hispanic participation in higher education, mainly as students; finally, I will comment on my impressions about the most critical needs.

As a result of improved techniques for gathering statistical information about Hispanics, of laws and regulations which require more and batter Hispanic data, and of increased interest by the media and other social institutions, we are now increasingly aware of the Hispanic condition. In the documents and reports we have available, we consistently find recitations of long litanies of facts attesting to the large number and massive growth of Hispanics, to the continuing poverty and disadvantage they face in American life, and to the increasingly successful flexing of political muscle in many areas of the United States. Given the time constraints, I will not cover that ground, but have appended to my comments a written overview of demographic facts. The highlights are:

Hispanics now number nearly 18 million persons in the United States, including Puerto Rico.

Their dispersal throughout the United States is very extensive and the most dramatic growth is occurring in diverse locations—from Florida to Texas to California; from Massachusetts to Illinois to Washington.

Over two-thirds of the Hispanics are Mexican Americans or descendents of the Mexican-Spanish settlements of the southwest; about one in seven are Puerto Rican; most of the others are Caribbean or Central American-origin Hispanics.

Half of all Hispanics live in Texas and California.

Hispanics are young; in terms of median age, they are 8 to 10 years younger than other racial/ethnic groups in the United States.

Virtually all projections suggest even greater growth; even avoiding the speculative character of demographic projections, one can simply point at the fact that already over ten percent of preschool Americans are Hispanic.

Within states, Hispanics are selectively concentrated, thus increasing their visibility and their need for tailored policy decisions and implementations. For example, only 5.6 percent of Illinois, but over 14 percent of the city of Chicago is Hispanic; less than 10 percent of New York state, but over 20 percent of New York City and over a third of the Bronx is Hispanic families; and 22 percent of Texas, but 51 percent of San Antonio, the country's tenth largest city, is Hispanic.

Nearly a quarter of Hispanic families are below the poverty line; less than 10 percent of white families are.

Throughout the country, Hispanic families have substantially smaller resources than the majority of the population.

Unemployment, underemployment and employment in the less desireable sectors of the occupational structure further diminish the Hispanic capacity to secure adequate education for its youth.

HIGHER EDUCATION PARTICIPATION

Federal agencies have noted the very low level of educational attainment of Hispanics for more than four decades. The past decade and a half, in particular, has seen substantially increased attention and concern on the problem. The attention and concern has generated a general impression that significant gains have been made. Although the participation of Hispanics in higher education is presently well above that of the early to mid-1960s, a careful examination of recent statistics reveals that the relative shift may actually be a widening of the educational gap between Hispanics and the white majority. In Figure 1, I have entered the proportion of the 18 to 24 year old cohort for three groups who are enrolled in college, and have provided the figures for each year from 1975 to 1980. This figure shows that while the college enrollment rate of the white population has remained steady at about 26 percent of the age cohort, the rate for Hispanics has seriously declined from about 20 percent in 1975 and in 1976 to about 16 percent in the past 2 years. Thought of as a ratio of Hispanic rate to white rate, the relative disadvantage has gone from bad to worse: from .76 and .73 in 1975 and 1976, respectively, to .65 and .61 in 1979 and 1980, respectively.

The distribution of Hispanics in the various levels and types of higher education institutions also reflects serious problems. Utilizing the data tape from the 1980 National Center of Education Statistics enrollment survey, I have prepared a series of tables which can be highlighted as follows:

Except for the 2-year colleges, Hispanics are represented as college students are rates well below their representation in the population.

Hispanic underrepresentation is especially severe in the universities, both public and private, in the technical and scientific fields, and in courses of study leading to the prestigious professions of dentistry, medicine, business and law.

Although the data regularly show modest yearly gains in absolute terms, the relative improvement is very small or nonexistent due to greater than typical attrition.

Although Hispanic females now outnumber Hispanic males in overall enrollment, Hispanic women are still extremely underrepresented in graduate education and most professional fields.

It can also be noted that the college degree production for Hispanics has fallen off rather badly. Hispanics' share of doctoral degrees declined by 16 percent between 1977 and 1979; and the share of Master's degrees decreased by 9 percent. The drop for Hispanic males is even more dramatic.

SOME CRITICAL NEEDS

A few enrollment statistics and demographic projections suffice to confirm that a severe problem exists. There are, however, observations beyond these numbers that are potentially more useful. These very brief observations reflect my own prognosis for both short-term solutions and longer-range planning.

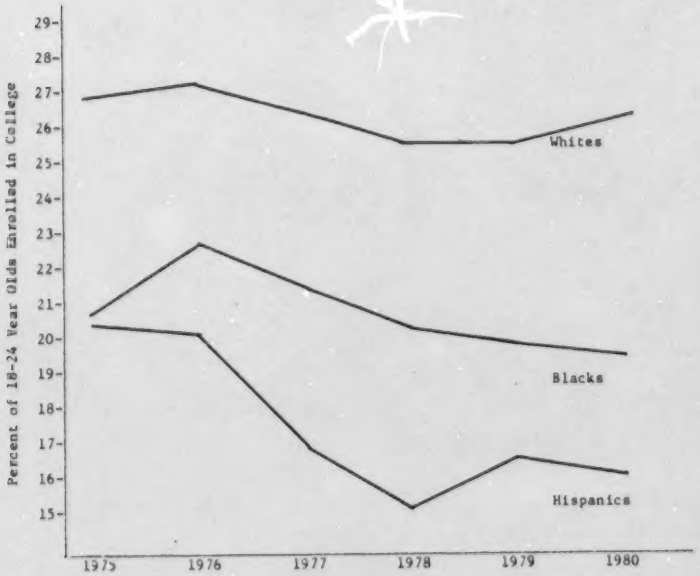
First, with regards to helping maintain the current level of access at all levels of higher education, it is imperative that Hispanic graduate education, generally, and Hispanic academic careers in particular be supported. Only by early and creative intervention at this level can we hope to provide an institutional setting with proper role models, relevant curriculum and sufficient sensitivity for Hispanic youth entering college during the rest of the decade. Among the needed solutions are certainly more assistance for graduate education and perhaps a carefully targeted programs of federally supported National Hispanic Visiting Professors for providing recently trained Hispanic scholars the opportunity to fulfill ambitions to teach at the collegiate level. Such a program would have the added benefit of helping in-

stitutions bring fresh ideas and resources in economically difficult times for higher education.

A second prognosis, more of a long range perspective, involves attention to and support for increasing the early phases of the pool of potential talent for higher education. I refer to interventions at the secondary and pre-secondary levels. Significant support and innovative ideas are required if we are to break the terrible loss that takes place in the early years of our Hispanic youth. The low rates of high school completion and subsequent low college enrollment must be reversed. It is a primary responsibility of society—especially its educators and policy makers—to solve this problem. I invite us to work together to search for and implement such a solution.

Figure 1

Percent of 18-24 Year Olds Enrolled in College, by Race/Ethnic Group, by Year



Source: Bureau of Census, Current Population Surveys, November Surveys, 1975-1980

TABLE 1.—1980 ENROLLMENT DATA, ETHNICITY BY INSTITUTION TYPE, TOTAL ENROLLMENT

	All students		Hispanic		Black		Asian		Native American	
	Number	Percent total	Number	Percent total	Number	Percent total	Number	Percent total	Number	Percent total
Universities:										
Public	2,177,656	100	64,593	3.0	110,533	5.1	48,782	2.2	10,121	0.5
Private	747,731	100	20,362	2.7	46,422	6.2	19,498	2.6	4,036	.5
Other 4-year colleges:										
Public	2,997,823	100	133,405	4.5	329,231	11.0	70,439	2.3	18,941	.6
Private	1,755,266	100	100,170	5.7	149,406	8.5	25,388	1.4	5,726	.3
2-year colleges:										
Public	4,342,607	100	262,378	6.0	437,893	10.1	123,704	2.8	45,182	1.0
Private	213,561	100	21,239	9.9	34,558	16.2	1,814	.8	1,812	.8
Total	12,234,644	100	602,147	4.9	1,108,043	9.1	289,625	2.4	85,818	.7

TABLE 2.—1980 ENROLLMENT DATA, ETHINICITY BY INSTITUTION TYPE, TOTAL ENROLLMENT—MALES

	All students		Hispanic		Black		Asian		Native American	
	Number	Percent total	Number	Percent total	Number	Percent total	Number	Percent total	Number	Percent total
Universities:										
Public	1,154,595	100	30,809	2.7	46,560	4.0	26,308	2.3	5,038	0.4
Private	417,393	100	10,919	2.6	19,750	4.7	11,365	2.7	2,349	.6
Other 4-year colleges:										
Public	1,423,426	100	64,869	4.5	134,455	9.4	36,914	2.6	8,663	.6
Private	876,036	100	43,935	5.0	64,641	7.4	14,082	1.6	2,517	.3
2-year colleges:										
Public	1,970,218	100	126,052	6.4	184,768	9.4	62,895	3.2	19,732	1.0
Private	88,987	100	8,397	9.4	13,908	15.6	1,043	1.2	685	.8
Total	5,930,655	100	284,981	4.8	464,082	7.8	152,607	2.6	38,984	.7

TABLE 3.—1980 ENROLLMENT DATA, ETHNICITY BY INSTITUTION TYPE, TOTAL ENROLLMENT—FEMALES

	All students		Hispanic		Black		Asian		Native American	
	Number	Percent total	Number	Percent total	Number	Percent total	Number	Percent total	Number	Percent total
Universities:										
Public	1,023,061	100	33,784	3.3	63,973	6.3	22,474	2.2	5,083	0.5
Private	330,338	100	9,443	2.9	26,672	8.1	8,133	2.5	1,687	.5
Other 4-year colleges:										
Public	1,574,397	100	68,536	4.4	194,776	12.4	33,525	2.1	10,278	.7
Private	879,230	100	56,235	6.4	84,765	9.6	11,306	1.3	3,209	.4
2-year colleges:										
Public	2,372,389	100	136,326	5.7	253,125	10.7	60,809	2.6	25,450	1.1
Private	124,574	100	12,842	10.3	20,650	16.6	771	.6	1,127	.9
Total	6,303,989	100	317,166	5.0	643,961	10.2	137,018	2.2	46,834	.7

Mr. SIMON. Mr. Madrid?

STATEMENT OF ARTURO MADRID, FORMER DIRECTOR, FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

Mr. MADRID. I am pleased to be here as well. I am here today on behalf of the Hispanic Higher Education Coalition. I will also try to limit my remarks. The previous speakers have provided us with testimony and considerable statistics.

Mr. SIMON. I don't mean this disrespectfully to you or others, but at the end of 2 minutes or 2½ minutes, I will be banging that gavel, with much regret.

Mr. MADRID. Part of my presentation was information on where we have been and how far we have come in the past 10 years and we have been able to come a long way.

The reason we have been able to establish an Hispanic presence in higher education is as a consequence of efforts to open the doors and to get students in, and to sustain them.

Much of the success that we have had has been as a consequence of Federal programs, Federal programs that identify talent, Federal programs that nourish talent, Federal programs that provide the financial aid, whether through grants, loans or internships or work study programs or scholarships, that have enabled students to stay in college.

Those programs, of course, are in jeopardy right now.

We have not been able to keep pace with our general population growth, and second, if these programs are eliminated, as appears now to be the case, as institutions begin to cut back, we are going to see even more severe problems, something that we can't afford, something that is going to be—I have used the word myself, and I cringe at having to say it again—but we will have a disasterous situation in the next few years.

We have to make sure elementary and secondary schools produce better qualified students. We have to make sure there are programs to encourage students to go to college. We have to assure that students are able to underwrite the costs of college.

The Hispanic population as has been indicated already, does not earn much money in general, and therefore, financial aid programs are absolutely critical. We must assure that our students are able to stay in college and have academic and psychological support systems to provide programs of study.

These programs are not private-sector programs, these are public-sector programs. It is in the public interest to do this.

Mr. SIMON. Thank you very much.

[The prepared statement of Arturo Madrid follows:]

PREPARED STATEMENT OF DR. ARTURO MADRID, PROFESSOR, UNIVERSITY OF MINNESOTA, ON BEHALF OF THE HISPANIC HIGHER EDUCATION COALITION

Until quite recently—1970 or thereabouts—Hispanics did not figure in the planning or policy considerations of any institution of higher education or any agency or body concerned with higher education matters. The reason for that is simply that few Hispanics were to be found in institutions of higher education, whether as students, staff or faculty. In 1970, according to information gleaned from U.S. Census reports, there were fewer than 100,000 Spanish-surname undergraduate students in America's colleges and universities. According to those same census reports in that year there were approximately 6,000 Spanish surname students enrolled in America's graduate and professional schools. In 1970 there were fewer than 500 Hispanics on the faculties of America's institutions of higher education. In 1970 there was not one Hispanic college or university president, chancellor, provost, dean, vice-presi-

dent, vice-chancellor, vice-provost, associate or assistant dean in any of America's institutions of higher learning.

Over the past 20 years Hispanic organizations, ad-hoc groups, and individuals have waged a sustained struggle to improve the participation rate of Hispanics in higher education. The rationale we have used in that struggle has been equity; that is, the need to correct our underrepresentation in American institutions as a consequence of instituitional discrimination and/or exclusion. We have argued that there is a historical relation in American society between level of education and income, social status, participation in institutional life, general well-being, and increasingly, employment as well.

The focus of our efforts has been access. We have challenged arbitrary barriers to participation and have mounted efforts to overcome the consequences of discrimination and exclusion. These have taken the form of attacks on institutional policies and practices that we deemed to be discriminatory (tracking, admissions, testing, hiring, etc.) and programs to overcome unequal opportunity, educational deficiencies, and underrepresentation (identification, recruitment, admissions, financial aid, academic aid, academic and other support programs).

Although Hispanics more often than not have been an afterthought, a problem, a nuisance, or a regional issue, we have benefitted from both privately and public funded programs: programs such as A Better Chance, which placed talented minority students in high quality secondary schools; the federally-funded TRIO programs, that sought to improve the pool of college-eligible, "college-able", and college-bound students; and of course from federally funded financial aid programs, whether through grants, loans, work-study opportunities, research awards, fellowships, or other mechnisms. Over the past ten years we have seen our students enter and complete programs of study at some of the finest institutions in this country, receive some of the highest academic honors granted yearly, and go on to occupy positions of importance in America's institutions.

I am pleased to say that today one can talk of a Hispanic presence in higher education; that Hispanics have begun to figure in the thinking of higher education planners and policy makers. The most recent figures indicate that in 1980 there were 221,168 Hispanic full-time undergraduates in American colleges and universities constituting 3.7 percent of all undergraduates enrolled in the 50 states and D.C. There were 17,164 Hispanics pursuing full-time graduate and professional degrees for approximately 2.5 percent of the total. I can tell you also that if 10 years ago one could talk about missing persons in higher education—Hispanic faculty and administrators—today one can find Hispanics occupying both academic and administrative positions in numerous institutions of higher education. Though the numbers are not great, at least one can point to the 1.4 percent of U.S. faculty who are Hispanic.

While I consider this a significant accomplishment I do not consider it to be adequate. First, our level of participation in higher education, though greatly improved, is still far below that of the general American (white Non-Hispanic) population (3.9 percent to 81.3 percent). Second, after several years, of growth our rate of participation has begun to decline. Hispanic college enrollment as a percent of Hispanic high school graduates declined from 35.4 percent to 29.9 percent from 1975–80 and Hispanic college enrollment as a percent of the 18–24 year old Hispanic population fell from 20.4 percent in 1975 to 16.1 percent in 1980. Enrollment is down proportionally; academic appointments have declined; and very few Hispanics are obtaining significant administrative posts. Third, our students are concentrated in marginal institutions, principally community colleges. In 1980 there were 255,084 Hispanics enrolled in 2-year colleges in the states and D.C., for 5.7 percent of all 2-year college enrollments. This total accounts for 54 percent of all Hispanic enrollment in the states and D.C. Fourth, the fields in which our students are enrolled continue to be severely limited (fewer than 2.2 percent are to be found in the physical sciences and 3.0 percent in engineering) and fifth, the attrition rate of Hispanic students is far higher than that of the general American population (57 percent of Hispanic males and 54 percent of Hispanics females fail to graduate, as compared to 34 percent of both white males and females).

Furthermore the current status is now in jeopardy. Institutions of higher education have begun to cutback or eliminate special action programs designed to identify, recruit, admit, and support Hispanic students. Concerned agencies have had to curtail or terminate enrichment programs that have served to increase the pool of college bound students. Financial aid cutbacks are having their severest impact on students from low-income households and a disproportionate share of Hispanic families are in that class. In 1980 the median income for Hispanic families was $14,700 (50 percent less than for white families); 25.7 percent of Hispanics families were below poverty levels. The number of employment opportunities in higher education

continues to decline. Moreover, despite massive and damning evidence concerning the inferior education Hispanic children receive in America's elementary and secondary schools, little is being done to remedy that situation.

Hispanic students are far less likely to finish high school or graduate with their age group than are majority or even most minority students. Attrition rates tend to understate the extent of dropout. The 1980 high school completion rate for Mexican Americans who were 25 years or older was 43.2 percent in comparison with 68.7 percent for Whites over 25. The Hispanics students who did remain in school fell behind their classmates until 24 percent of the 14-20 year olds were enrolled two grades behind their classmates; only 9 percent of white students were 2 years behind their age cohorts. Although the number of Hispanic high school graduates on the mainland, ages 18-to-24 years old, increased from 1975 (832,000) to 1980 (1,054,000), Hispanic secondary school graduates as a percent of that Hispanics population (1,962,000) declined from 57.5 percent to 53.7 percent (Anglos had a percent of 82.5 and blacks 69.7 in 1980). Thus Hispanics continue to lag far behind the general population with respect to the pool of college eligible and college able students.

This is not a regional concern; it is a national condition. It is not just an Hispanic problem; rather it is an American dilemma. And it is not a matter solely of the wellbeing of one sector of the population; on the contrary, it concerns the public interest. In many ways it is no longer a matter of equity, but of necessity. An increasingly more technological economy requires a more skilled workforce. An increasingly more complex society requires a more sophisticated citizenry. Given the growth rate of the Hispanic population its presence will be increasingly felt. It thus behooves America's planners and policymakers to attend to the educational needs of this community; to improve the quality of its elementary and secondary education; to nurture those students with college potential; to support need-based financial aid in order to address an otherwise insuperable barrier; and to promote the participation of Hispanics in all fields of study particularly in those of greatest need and with the lowest rates of participation.

Hispanic organizations remain committed to improving the educational status of the Hispanic community. Most are actively involved in promoting education, in supporting educational activities, and in providing scholarship opportunities. But we need general and large-scale support and encouragement and therefore we ask you to join us in our continuing struggle.

Mr. SIMON. Ms. Cruz?

STATEMENT OF MIRIAM CRUZ, LEGISLATIVE CHAIR, NATIONAL PUERTO RICAN COALITION

Ms. CRUZ. I represent the National Puerto Rican Coalition, and also ASPIRA, a member of the coalition. It is the Puerto Rican institution which deals with the problems of high school students interested in going into college.

I will limit my presentation this morning to the recommendations that we make at the end, because of the time limitation.

The coalition feels the problems of retention, substandard education, inappropriate counseling, and ignorance of resources need immediate attention. At the very least, and especially, we need segregated data showing how each of the various Hispanic subgroups are affected by these problems, so we can develop solutions appropriate to each group.

We feel that this is very important, particularly at a time when we are a little worried, leery, that perhaps the kind of support we have received from the Federal Government, that has given opportunity to further education for some Hispanics, particularly in terms of the coalition, of the Puerto Ricans both here on the mainland and in the island, we feel it is very important that these hearings have taken place. And it is important we present the case that we have at this particular time of high unemployment among our people, both in the continental United States and in Puerto Rico, to

insure available resources so that our young people will continue to get the education that they deserve.

Thank you.

[The prepared statement of Miriam Cruz follows:]

PREPARED STATMENT OF MIRIAM CRUZ, LEGISLATIVE CHAIR, NATIONAL PUERTO RICAN COALITION

Good morning. My name is Miriam Cruz, and I am the legislative chair for the National Puerto Rican Coalition. The coalition unites a large number of organizations and individuals interested in promoting the political, economic, and social status of mainland and island Puerto Ricans. The coalition monitors and analyzes public policy initiatives, provides technical assistance and training to community groups, represents the community's interests before the public and private sectors, and serves as an informational clearinghouse for Puerto Rican organizations.

One of our member organizations, ASPIRA of America, is particularly concerned with the field of post-secondary education. ASPIRA identifies talented inner-city youngsters and provides them with counseling and tutoring services, motivating them to go on the college. In the past 20 years, 25,000 high school students have done so after benefitting from ASPIRA's outreach program.

As a representative of ASPIRA and the coalition, my testimony will be focused on the particular problems of the Puerto Rican community. My predecessors on this panel have given you an eloquent overview of the condition of postsecondary education for Hispanics in general. But each of the groups within the category "Hispanic" has adapted to mainland American life under different circumstances, and while their problems are similar, they are by no means the same. Among Hispanics, Puerto Ricans are the youngest, with a median age of only 20 years. They have the highest rate of unemployment, the lowest median income, and among the highest academic attrition rate. While Hispanics generally rank above blacks in these categories, Puerto Ricans rank below them. Puerto Ricans are among the most impoverished of the major American ethnic groups, and their socio-economic status relative to other groups have changed little in the past four decades.

American tradition has it that upward socio-economic mobility is the result of a good education. At no time in our Nation's history has this been more true than today, when there is far more of a demand for highly trained technicians than there is for unskilled labor. But many Puerto Ricans are caught in a seemingly unbreakable cycle of poverty: Poor children receive poor educations and consequently remain poor.

Statistics on this subject are startling: In New York City, where the median income for Puerto Ricans is 50 percent 10 below the national average, over 54 percent of our youth between the ages of 16–25 have not completed high school. The causes for this catastrophically high dropout rate have never been studied in depth, a fact which, in and of itself, raises questions about the priorities of the educational establishment in America.

Exacerbating the dropout rate, perhaps even a cause of it, is the inferior education many Puerto Ricans receive. Seventy five percent of Puerto Ricans live in inner cities, which generally have poorly maintained public school facilities. More important, a wide cultural gap exists between Puerto Rican students and their largely white, middle class teachers, contributing to mutual misunderstanding. Language barriers frequently inhibit communication between teachers and students, and middle-class/biased standardized tests frequently work against lower-class Puerto Rican students. As a result, the students are characterized as being "intellectually deficient" and generally steered away from academic tracks into non-academic programs. I recall an instance when a Puerto Rican girl, newly arrived from the island, asked to be put in the college preparatory program of a New York city public high school. Her counselor refused. telling her point blank, "you will never make it. We never put Puerto Ricans in the academic track. If you want we can put you in the secretarial training course." The girl insisted, and at the behest of her English teacher, she was placed on the academic track. Fifteen years later she returned to visit the counselor, who was still working at the same school. "I just got a Ph. D. in communications from the University of Connecticut," she told him, "where is yours?".

Incidents like this are not confined to the distant, unenlightened past. My assistant, who will graduate with honors from Harvard next June, was advised not to bother applying there because he "wasn't Ivy League material" and should instead apply to a state school.

I mention these incidents as illustrations of the institutional barriers confronting Puerto Rican students with the ability to get ahead academically. These barriers are compounded by the parents inability to oversee their children's academic progress, since the parents themselves tend to have limited experience with the mainland educational system. Post-secondary education is rarely seen as an option because the parents presume that it is beyond their financial means and students are taught that it is beyond their intellectual means. The pity of the situation is that those students who do get beyond the institutional and cognitive barriers to postsecondary education do very well, even if they don't graduate. Yohel Camayd-Freixas, an assistant professor of planning and community psychology at MIT, compared the occupational levels of Hispanics and whites when educational levels for the two groups were equal. He based his comparison on the occupational rankings of the Department of Labor, which gives point scores to several hundred job titles. The highest point scores are assigned to the occupations of greatest prestige and the lowest scores to occupations of least prestige. Camayd-Freixas found that the average occupational score for Hispanics who had not attended college was 10 percent lower than for whites. However, Hispanics with any postsecondary schooling had scores equal to those of whites. That is to say, Hispanics with no postsecondary education tended to be employed at much lower levels than whites with similar educations, but Hispanics with college-level training tended to be employed at levels equal with whites.

Statistics of this nature reinforce our community's growing perception of the vital nature of postsecondary education. Through our outreach and dissemination programs, the coalition and ASPIRA have been stressing the necessity and availability of postsecondary education within the Puerto Rican community. Gradually our people are being dispelled of the notion that a college education is not an option for them.

Much of the credit for this is due to the efforts of the Federal Government. Over 90 percent of the students who participate in trio programs, such as talent search and upward bound, go on to college. Last year, these students accounted for fully 20 percent of our Nation's black and Hispanic freshmen. The student financial assistance programs also have been of enormous benefit to Puerto Rican students, enabling them to take advantage of previously unaffordable educational opportunities. The number of college students on the island alone has doubled in the past 10 years, the vast majority of whom financed their educations wholly or partially through these programs. Finally, title III has enabled postsecondary institutions serving the Puerto Rican community to expand and improve their academic programs.

There are those that would argue that it is not the responsibility of the Federal Government to provide American citizens with college educations, and that given the hard economic times our Nation faces, these programs should be cut back. I would answer those people by saying that the return which the government gets on its investment with these programs is significantly greater than its outlay. College graduates are much less likely to be unemployed than people who have not attended college. Thus, they are less likely to drain the government's resources as recipients of public assistance. College graduates also have a much higher median income than non-college graduates. As a result, they contribute to Federal revenues directly, through their tax dollars, and indirectly, through the ripple effect of their purchasing power.

Therefore, the Federal Government should not now retreat from the role it has played in post-secondary education, but rather should forge ahead aggressively to promote post-secondary education for economically disadvantaged students.

The problems of retention, substandard education, inappropriate counseling, and ignorance of resources, need immediate attention. At the very least, we need disaggregated data showing how each of the various Hispanic subgroups is affected by these problems, so that we can develop solutions appropriate to each group.

These hearing will increase the understanding of the problems our community faces. Given that understanding, let us not waste a moment as we seek solutions, and let us begin seeking those solutions today. Thank you.

Mr. SIMON. We thank all three of you, and my apologies again. Members of the subcommittee may want to submit some questions to you and if you can respond as promptly as possible in writing on those questions, that will be appreciated.

Thank you very much.

Mr. CORRADA. Mr. Chairman, I would like to welcome Jose Mendez of the Mendez Foundation of Puerto Rico. Mr. Mendez is a

well-known educator on the island and is very active in the Association of University Presidents of Puerto Rico where he has maintained a leadership role for many years, and I am certainly pleased to see that the Puerto Rican higher learning community is represented here by Mr. Mendez.

Mr. SIMON. With that glowing introduction, Mr. Mendez, we will start with you.

STATEMENT OF JOSE MENDEZ, THE MENDEZ FOUNDATION, PUERTO RICO

Mr. MENDEZ. Thank you, Mr. Chairman.

My presentation will take 1½ minutes. I will answer your question: What can the Federal Government do?

Specifically, these would be my three recommendations: To allocate funds through existing programs like FIPS, title III, perhaps NIE, establishing top priority to proposals made by colleges and universities that present or focus. Hispanic access, including components that focus on articulated programs on reducing student attrition and increasing student retention at the college level.

Another priority would be to fund components that focus on strong programs on academic, vocational, and personal counseling for students.

In other words, the creation of student development centers in universities and colleges. And also priority funding should be given to those institutions that establish programs with Federal funds, perhaps geared toward organizing institutional diagnostic or assessment centers, giving tests to students in five areas of proficiency: English, Spanish, math, reading, and writing.

This would help students go through college, probably reduce attrition and also help them to finish their college degrees.

Thank you, Mr. Chairman.

Mr. SIMON. We thank you. You are a man of your word.

[The prepared statement of Jose Mendez follows:]

PREPARED STATEMENT OF JOSE F. MENDEZ, PRESIDENT, FUNDACION EDUCATIVA ANA G. MENDEZ AND MEMBER, ASSOCIATION OF UNIVERSITY PRESIDENTS OF PUERTO RICO

TESTIMONY

Mr. Chairman, members of the committee, I am President of the Ana G. Méndez Educational Foundation, a non-profit organization which operates three higher education institutions in Puerto Rico (one junior college and two 4-year postsecondary institutions). I will focus my attention on the main problems faced both by college and university students and by public and private higher education institutions in Puerto Rico.

Postsecondary needs in Puerto Rico are at present at a peak level, as witnessed by the sharp increases in college and university enrollment during recent years. During the first semester of academic year 1981–82 there were 139,459 college and university students in Puerto Rico out of which 52,580 or 37.7 percent were in public institutions and 86,879 or 62.3 percent were in private institutions. From 1974–75 to 1981–82, postsecondary enrollment increased at a 5.4 percent annual rate. While enrollment levels during that period, declined slightly at public higher education institutions, they increased at an annual rate 10.8 percent at private college and universities.[1] Ruerto Rico's share in national Hispanic enrollment is close to 22 percent.[2]

[1] Council on Higher Education, "Statistics on Postsecondary Educational Institutions in Puerto Rico," May 1982, p. 1

[2] National Center for Education Statistics, "Selected Statistics on the Education of Hispanics," p. 64

There is ample opportunity for college studies in Puerto Rico. Access at lower cost, public higher education at the University of Puerto Rico became increasingly restricted in the midseventies, due to more selective admission procedures standards induced by excess demand. The growth of private colleges and universities, stimulated by an adequate flow of federal grants to students and institutions, kept open the doors of higher education to many economically disadvantaged students which were unable to enter the public system due to their lower academic performances at high school, in many ways connected, precisely, with their economic and cultural disadvantages. Essentially, private college and universities are attending the needs of lower income families in Puerto Rico.[3] Not less than 96 percent of students at these institutions need financial help to cover the cost of their education.

The economy of Puerto Rico is suffering the worst economic crisis since the beginning of industrial development of the early fifties. Gross national product declined by 3.9 percent in fiscal year 1982 and unemployment is 24.6 percent, a record in the Island's modern history.[4] Such complicating factors as the negative impact of the Mainland's prolongated and sharp recession, the shrinkage of federal aid to the Commonwealth government[5] and to individuals, the uncertainty introduced by the modifications of 936 Section of the Federal Internal Revenues Code[6] and the anticipated damage that the Island may suffer if the Caribbean Basin Initiative is approved as originally formulated, not to speak of the long-range negative effects that the New Federalism may bring,[7] make still bleaker the economic future of the Island.

In the face of a contracting labor market, particularly for those without academic or technical skills, college education becomes a highly attractive alternative for students who want to maximize their eventual job opportunities. The new jobs generated by the economy of the Island in the present stage require advanced skills, training in technological and scientific fields, and levels of literacy much higher than the ones required by a preindustrial stage. Since students come from families with lower income levels than those of the Mainland, they are heavily dependent on federal assistance, since the Commonwealth government is far from able to provide aid in the scale needed. It is no wonder then that more than 75 percent of Puerto Rico's university students, including a substantial part of those who study in the state university (UPR) depend on Pell Grants and other student aid as acknowledge recently by our Resident Commissioner, Honorable Baltazar Corrada del Río.[8] In the case of private colleges and universities, more than 86 percent of all tuition paid to them in Puerto Rico is derived from Pell Grants awarded to students. In 1980–81, there were 99,268 beneficiaries of the Pell Grants program in four-year institutions in the Island, who received $102.7 million in aid. Most of the beneficiaries (64,028 or 65.4 percent) were students of private colleges and universities.

On the other hand, private colleges and universities, caught between the urgency of satisfying a growing demand for postsecondary studies and the high cost of financing their operations, also depend heavily on Pell Grants, SEOG, National Direct Student Loans, College Work-Study, TRIO, Title III, and other essential programs in order to satisfy the growing educational needs and to preserve their financial and institutional stability.

Thus, the impact of federal programs such as student aid, TRIO, and Title III on the Island can be described in a simple way: they are absolutely essential to the development of higher education in Puerto Rico and without them the entire higher educational system would collapse. Moreover, a sound postsecondary educational system in the Island depends on the preservation of the present categorical nature of these programs, because their conversion to block grants would seriously conceal the true needs of Puerto Rico's postsecondary students and institutions.

An alarming outcome of the present economic crisis of the Island has been a sharp increase in the emigration to the Mainland of highly trained Puerto Rican professionals and technicians who come in search for more lucrative economic op-

[3] Ibid, p. 64

[4] Figures of the Puerto Rico Planning Board and the Department of Labor and Human Resources

[5] The Loss of the CETA programs, for example caused the loss of some 26,000 jobs, hitting persons with low skill levels who have limited opportunities in the labor market.

[6] The 936 Section is the backbone of Puerto Rico's industrial development.

[7] Both the swap and the turnback of federally financial programs will seriously hurt Puerto Rico. There is no way in which the island can absorb the food stamps program or continue the dozens of programs that will be transferred to the States under New Federalism since the tax bare of the Commonwealth is already weak.

[8] Caribbean Business, "Federal Budget Impact on Puerto Rico for fiscal year 1983 seem less severe", June 30, 1982.

portunities and who take advantage of their bilingual education to seek opportunities in the U.S. market. Such a brain drain hurts the local economy and, if we view higher education as an investment in advanced human resources, constitutes a compensation for the federal aid received by Puerto Rican postsecondary students and institutions. A sound, stable postsecondary educational system in Puerto Rico is the best guarantee that the Island's economy will have a better chance to overcome its difficulties; and retain its resources, and that the human resources that decide to emigrate from the Island will have the necessary skills to participate productively in the United States economy.

In general, more restrictive eligibility requirements for Pell Grants, changes in the regulations related with federal guaranteed loans and modifications of TRIO and Title III programs are viewed in Puerto Rico as necessary adjustments within the context of the new federal spending policy of the Reagan Administration. However, as an economic region that is gradually approaching the educational levels compatible with modern industrial development, we view with great apprehension any attempt to significantly reduce the budget allocations to college students and to higher education institutions at the national level or to reduce the allocations to Puerto Rico by means of block-grants or other forms of placing blunt ceilings on the aid received by the American citizens in Puerto Rico.

Account should be taken of the fact that, like in the Mainland, those most affected by high unemployment rates are the age group of 16 to 19 years. Nearly 56 percent of these young people in school are unemployed. Among the 20 to 24 years old, a group also in the range of college ages, the unemployment rate is 37 percent. Thus, if educational opportunity is curtailed, many current as well as prospective college students will swell the already inflated rolls of unemployment in the Island or emigrate to the United States in search for better opportunities. The social unrest associated with such a historical trend will be suffered both by Puerto Rico and by the United States.

In sum, student financial aid is an investment in human resources whose level must be sustained in both economies, but that becomes particularly relevant because education is the main way in which the Island can reduce poverty and economic dependency on the Federal Government.

Mr. SIMON. President Arechiga?

STATEMENT OF DOMINGO ARECHIGA, PRESIDENT, LAREDO JUNIOR COLLEGE, LAREDO, TEX.

Mr. ARECHIGA. Thank you, Mr. Chairman. I shall start also by mentioning what I consider to be our need, which is a continuation of the successful financial Federal programs that you already know about.

I am referring to such programs as the TRIO program, outreach programs that help with the recruitment of Hispanic students and the special efforts through title III funds, especially for programs and projects that help with the recruitment and retention of Hispanic students.

We can go into much more detail, but included should be learning more about the learning styles of Hispanic students and doing more work with the teaching styles that we have.

In the past, we usually have had teaching styles and expect everybody to conform to our teaching styles instead of learning more about learning styles and special needs and then conforming our teaching styles to make those productive.

Studies, of course, indicate the long-standing unmet educational needs of Hispanics. They remain grossly unrepresented in postsecondary institutions and have experienced limited success in achieving educational and career goals.

I represent Laredo Junior College on the United States-Mexico border, and am president of the Consortium of Colleges on the

United States-Mexico border from Brownsville, Tex., to San Diego, Calif.

We have utilized vast financial assistance to great advantage we think and we hope that the successful programs might be continued.

In closing, Mr. Chairman and members of the committee, I wish to state that difficult problems do not have easy solutions and problems do not go away.

The positive aspect of problems is that they also represent challenges and opportunities for services. The challenge is still with us and I submit to you that the best investment that we can make for the welfare of our country lies in the field of education.

Education continues to be the best remedy for the major ills of society, ignorance, unemployment, a balanced economy and most important, a meaningful, productive, and decent existence for individuals in our country.

Your understanding, commitment and support are not only very important to all of us, they are also essential. Thank you for your time.

Mr. SIMON. We thank you.

[The prepared statement of Domingo Arechiga follows:]

PREPARED STATEMENT OF DOMINGO ARECHIGA, PH. D., PRESIDENT, LAREDO JUNIOR COLLEGE AND BORDER COLLEGE CONSORTIUM

I am both honored and grateful for the opportunity to participate in this important hearing on the subject of Access, Needs and Opportunities in Higher Education for Hispanic Students. As president of Laredo Junior College, a public community college on the United States/Mexico border, and as president of the Border College Consortium, a Consortium of public community colleges on the United States/Mexico border, I am especially familiar with the needs and challenges of border Hispanic students.

The Hispanic population is mostly concentrated in the Southwestern states of Texas, Arizona, New Mexico, Colorado, and California. Historically, their needs and problems have been generally similar. Most studies indicate that Hispanics, as a minority group, have long-standing unmet educational needs, remain grossly underrepresented in postsecondary institutions and experience limited success in achieving educational and career goals.

The recent Final Report of the Commission on the Higher Education of Minorities (1982) list the two major factors that contribute to the severe under representation of Hispanics and other minorities in higher education to be: "(1) their extremely high rate of attrition from secondary school" and "(2) their greater than average attrition from undergraduate colleges."

Certainly one of the major reasons for a high attrition rate and low educational achievement level of Hispanics is attributable to poverty and their socio-economic background. An unpublished dissertation by Laura Rendon illustrates that the educational plight begins with socio-economic deficiencies manifested at different periods in the students educational career. She states that "in 1977 one-fifth of all Hispanic families had income levels below the poverty level compared to only nine percent for non-Hispanic families." Financial problems concern Hispanic students and their parents to such a degree that it seriously disrupts and impacts their ability to achieve a normal education. Students interrupt their studies to work or continuously work part-time. Likewise, their parents are unable to support and give the proper encouragement to their children's academic progress. At Laredo Junior College and at Pan American University in Edinburg more than 80 percent of the students receive some form of financial assistance and more than 90 percent of this number are Hispanic students. The unemployment rate in both communities is usually twice as high as the national average.

On the subject of high school non-completion, Dr. De Los Santos obtained data in 1975 that indicates that up to 45 percent of Spanish origin persons who were 14 to 25 years old and who lived in households where Spanish was spoken had not com-

pleted high school. Thus, in 1976, Hispanics aged 14-19 were twice as likely as non-Hispanic students to drop out of high school.

Underlying the major educational problems of Hispanics is the different language and culture which is inherent in their makeup. Coupled with this fact have been the slow and limited ability of the educational and governmental establishment to address their special needs. It has taken our society and the educational community too long to become responsibly aware and committed to the special needs of Hispanic students. Now we know that traditional educational programs and strategies that work well in mid-America are not very effective with Hispanic students and must be restructed or modified to meet their special needs. Such necessary modifications, however, have lagged behind in time, commitment, and resources. In my opinion, this basically is the dilemma that we address today. Because the Hispanic student is considerably different from other college students (due to language and cultural background), traditional programs and strategies will not generally work. Therefore, new directions and strategies must be provided which initially may be more expensive. Herein lies an appropriate role and function of federal educational assistance programs.

In the final analysis, we need to remind ourselves that difficult problems do not have easy solutions. Many of the critical issues that affect Hispanics in postsecondary institutions have already been presented. Unfortunately, the necessary financial resources, commitment and general understanding of these issues has not been realized. However, in the midst of much dissension, there are some tangible signs of progress. Society has accepted the values of pluralism at different levels. With your past support, a number of federal financial programs have enabled us to make significant improvements in the recruitment and retention of Hispanic students and other disadvantaged Americans in higher education.

I have first-hand experience that Laredo Junior College, as well as the other Consortium Border Colleges in California, Arizona, and Texas, have taken full advantage of federal educational assistance programs. Among these very helpful programs for minorities and other disadvantaged students have been the different forms of student financial aid programs, the so-called TRIO Programs (Upward Bound, Talent Search and Special Services), and the numerous programs and strategies that have been developed with the encouragement and support of Title III funds. The Border College Consortium, established in 1970 to identify and alleviate border community college student problems, exemplifies the utility made of Title III funds. Their efforts stand out in bold relief against a background of chronic educational neglect. For over 100 years, most Hispanics along the border lacked access to higher education. This had limited their personal and economic growth potential and eroded their sense of dignity and positive self concept. Paradoxically, these are the people who form the second largest minority in this nation and whose culture and language has given the Southwest its texture and contributed significantly to the nation's cultural vitality.

Through Border Consortium efforts, there has been a dramatic increase in Hispanic student enrollment and in the quantity and quality of the recruitment and supportive services made available to these minority students through Title III funds.

An analysis of the data reveals:

(1) a substantial increase (63 percent) in the number of Hispanic students enrolled in the first three years of the Consortium.

(2) a steady expansion of the quantity and quality of counseling services provided to Hispanic students including the innovative use of paraprofessioanl and peer counselors.

(3) leadership in the design of appropriate placement/diagostic standardized instruments for Hispanic students.

(4) an expansion of financial assistance services for economically disadvantaged students along the border.

(5) an increase in the quality and quantity of part-time employment and career placement services.

(6) improved articulation of programs between Consortium Colleges and senior institutions of higher education in the surrounding area.

(7) a substantial increase in the frequency and scope of Consortium-wide and individual institution faculty development activities.

(8) the successful development of both formal and informal communication networks for the sharing of information on Consortium College problems and solutions.

(9) some programs in curriculum development/revision primarily in the area of ESL, remedial, adult basic education courses.

Despite the successes described in this report, much more remains to be done. It is not possible to undo 100 years of educational neglect in just a few years. The positive aspect of problems is that they also represent challenges and opportunities for service. The challenge is still with us. I subscribe to you that the best investment that we can make for the welfare of our country lies in the field of education. Education continues to be the best remedy for the major ills of society. Ignorance, unemployment, a balanced economy, and most important, a meaningful productive and decent existence for individuals in our country can best be achieved through education.

Your understanding, commitment and support are not only very important to alleviate societal problems—they are essential.

Mr. SIMON. You may proceed, Father Plazas.

STATEMENT OF REV. CARLOS A. PLAZAS, PRESIDENT, ST. AUGUSTINE COMMUNITY COLLEGE, CHICAGO, ILL.

Reverend PLAZAS. Thank you very much, Mr. Chairman.

I represent St. Augustine Community College, the first such institution in Illinois and the Midwest. It was created as a response to the great disproportions between demographic growth and the education and advancement of Hispanics at the higher education level, and as a reaction against a tendency of some institutions of higher education which accepted Hispanics, with a tendency to look on them and to save all the students.

The founders of the college discovered that the ability of Hispanics to speak Spanish is a very useful resource to strengthen ethnic identity and reinforce cultural integration; that the native language and learning experiences of Hispanics are talents that must be strengthened, developed and utilized as a basis for learning English, being exposed to the American system of education, keeping personal identity as well as integrating into the mainstream of American life.

It is unity and diversity.

The major portion of the university took 8 years to be developed, all a private effort.

I want to focus on two major recommendations:

This is the time for the Federal Government to consider specific programs for bilingual colleges. We know that bilingual education is in question today. But here we have a college which is both highly traditional and highly innovative which ended its first academic year with an enrollment of 684 Hispanic students, and had to close registration at 1,000 students for the next school year.

The attrition rate for the first year was 26 percent, as compared to the national rate of 55 percent for Hispanic students. Therefore, we urge the Federal Government to help institutions such as St. Augustine to:

A, form a qualified faculty corps. Researchers have found a high correlation between high-quality faculty and student academic success. Emerging institutions such as St. Augustine College which serve Hispanic students do not have the financial ability to compete with either selective, prestigious colleges or with private industry.

B, structure the ancillary services which facilitate students to avail themselves of a college education, such as: Nursery care for children of students, individual and family counseling, self-concept

build-up and development of English language skills. Researchers found these variables are related to student academic success.

There are about 3,000 small Hispanic businesses in the Chicago metropolitan area with combined annual gross sales of more than $105 million. These enterprises are in need of professional assistance in marketing and control systems.

Nevertheless, what deserves attention is the great motivation among Hispanics to open their own small businesses. We urge the Federal Government to assist this important community enterprise by providing education through institutions such as St. Augustine College which are accessible to the Hispanics and have a good understanding of their motives.

[The prepared statement of Carlos Plazas follows:]

PREPARED STATEMENT OF REV. CARLOS A. PLAZAS, PH. D., PRESIDENT, ST. AUGUSTINE COLLEGE, CHICAGO, ILL.

I. SOME STATISTICAL INFORMATION

For the last decade, the Hispanic minority showed the fastest demographic growth in the United States. The U.S.C. Bureau of the Census estimated that in March 1978, there were 12 million American of Hispanic origin. "They constitute about 5.6 percent of the total mainland U.S. population." (Brown, et al., 1980.)

There is a great disproportion between the demographic growth and the educational advancement of Hispanics in the United States. Hispanics in Chicago and in the nation are under-represented in institutions of higher learning. Only 2 percent or fewer obtained a bachelors degree in 1976–77. (Brown, et al., 1980.) In Chicago, where Hispanics are estimated to constitute more than 14 percent of the population, only 2.3 percent are enrolled in postsecondary education. (OMAR, 1978; Lucas, 1978 and 1980.)

Hispanics who attened higher education institutions tend to cluster disporportionately in community colleges and exhibit the highest atttrition rate in the nation: 55 percent. (Astin, 1982; Olivas, 1980.)

More than 80 percent of the Hispanics who attend college in the United States come from homes where only Spanish is spoken. The majority of higher learning institutions which accept Hispanics have the tendency to look on them as disabled students and as a target group which may attract federal and/or state funds to the institution. Extremely few institutions of higher education have discovered that the ability of Hispanics to speak is an asset that the student brings to the institution and should be strengthened and developed by the institution.

II. ST. AUGUSTINE COLLEGE, CHICAGO, ILL.

The founders of the College discovered that the ability of Hispanics to speak Spanish is a very useful resource to strengthen ethinic identity and reinforce cultural integration; that the native language and learning experiences of Hispanics are talents which must be strengthen, developed and utilized as a basic for learning English, being exposed to the American system of education, keeping personal identity as well as integrating into the mainstream of American life; "Ex Pluribus Unum" (unity in diversity).

Based on the assessment of the educational needs of the Hispanic population in Chicago, St. Augustine College structured a tridimensional curriculum: a collegiate curriculum for those students interested in and capable of pursuing education at a senior level; a career curiculum for those intending to upgrade their employment; and a compensatory curriculum for those in need of educational reinforcement. (Cohen, 1982.)

Part of the graduation requirements is a demonstration by the student of an English language proficiency at a college level. The first group of students who completed the academic requirements for the Associate of Arts degree were given the Michigan Aural Comprehension Test by a senior institution to which they transferred. Test results indicated that over ninety percent of the tested students appear to possess an English language proficiency at a college level.

St. Augustine College developed a unique methodology which involves the following interrelated modules:

1. Students financial aid and counseling given by bilingual/bicultural counselors.

2. Utilization of bilingual/bicultural and monolingual instructors. (80 percent of St. Augustine's faculty is bilingual.)

3. Phased bilingual instruction which facilitates the transfer of learning from Spanish to English, and from the Hispanic to the American culture.

4. A battery of placement tests (Spanish language, English language and mathematics) for classification and placement, not for selection.

5. Academic advisement given by bilingual advisors.

6. Systematic tutoring for those students in need of special assistance in combination with respective instructors and chairpersons.

7. Individual, group and family counseling given by bilingual counselors.

8. Career planning, vocational orientation and development of study habits.

9. Nursery care for under 12 years and other ancillary services provided by a community agency which works in conjunction with the College in order to facilitate students to avail themselves of higher education opportunities.

10. Follow-up and student personal coantact to encourage class attendance and to help resolve academic, family and work problems.

11. Local community instructional sites to make higher learning accessible to neighborhood Hispanic residents and to motivate them to pursue their higher education at the main campus.

12. The College has been requested to develop a continuing education program for Hispanics interested in beginning their own small enterprises. The motivation of Hispanics to open small businesses is very high. This may be due to the Hispanic character. Everyone in the Hispanic culture wants to be his own boss. The rate of growth in Hispanic small businesses between 1972 and 1977 was 52.6 percent. (Triana, 1982.) However, St. Augustine College has not yet been able to satisfy this demand.

III. RECOMMENDATIONS TO THE SUBCOMMITTEE ON POSTSECONDARY EDUCATION

1. It is strongly recommended that once an emerging institution is approved to participate in federal programs, funding should be granted immediately based on the current minority population the institution is serving. When St. Augustine was approved to participate in federal programs on December 18, 1981, we were told that we were entitled to apply for a Strengthening Developing Institutions grant. We submitted an application and were rejected because some universities stated that the 1979 academic year should be the basis for participating in the Strengthening Developing Institutions grants. At that time, St. Augustine College did not exist. Now, it is found that an institution approved to participate in federal programs and serving a 95 percent minority population is rejected because other institutions of higher education which do not serve minority populations decided that 1979 should be the basis year for participation in Strengthening Developing Institutions grants. This seems to be against the purpose of federal higher education programs assisting minorities.

2. This is the time for the federal government to consider specific programs for bilingual colleges. We know that bilingual education is in question today. But here we have a College which is both highly traditional and highly innovative which ended its first academic year with an enrollment of 684 Hispanic students, and had to close registration at 1,000 students for the next year. The attrition rate for the first year was 26 percent as compared to the national rate of 55 percent for Hispanic students. Therefore, we urge the federal government to help institutions such as St. Augstine to:

a. Form a qualified faculty corps. Researchers have found a high correlation between a high quality faculty and student academic success. (Astin, 1982.) Emerging institutions such as St. Augustime college which serve Hispanic students do not have the financial ability to compete with either selective, prestigious colleges or with private industry.

b. Structure the ancillary services which facilitate students to avail themselves of a college education, such as: nursery care for children of students, individual and family counseling, self-concept buildup and development of English language skills. Research found these variables are related to student academic success.

3. There are about 3,000 small Hispanic businesses in the Chicago metropolitan area with combined annual gross sales of more than $105 million. These enterprises are in need of professional assistance in marketing and control systems. Nevertheless, what deserves attention is the great motivation among Hispanics to open their own small businesses. We urge the federal government to assist this important community enterprise by providing education through institutions such as St. Augustine

College which are accessible to the Hispanics and have a good understanding of their motives.

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New Perspectives in Education—St. Augustine College and the Hispanic Postsecondary Experience

INTRODUCTION

Founders: bilingual educators and community leaders.

A private, nonsectarian, junior college in Chicago.

Authority: Illinois Board of Higher Education—October 7, 1980, operating authority; May 4, 1982, degree-granting authority; and Internal Revenue Service: tax exempt under Internal Revenue Code Section 509(a) and Section 170.

Staff and faculty: 87 percent are bilingual and bicultural Hispanics.

Students: 100 percent are Spanish-language dominant; 99 percent are Hispanics.

Instructional method: phased (or, transitional) bilingual education: as students learn English, progressively courses are taught more in English and less in Spanish.

Target student population: (a) Spanish-language dominant; (b) adults, independent, self-supporting; and (c) mature (average age is 30 years).

Accreditation: Candidate for accreditation by the North Central Association of Colleges and Schools (the principal regional accrediting association).

NEED ASSESSMENT

Hispanic population in the U.S. increased 65 percent in the last decade (U.S. Bureau of Census).

Demographic growth has been great. However, educational achievement and integration into the mainstream of American Life has been limited.

Language usage is considered one of the most indicative factors for assessing general education achievement and cultural incorporation: 80 percent of Hispanic in the United States speak only Spanish in their homes; 50 percent show little proficiency in English ("Condition of Education of Hispanic Americans," 1980); Hispanics are not represented in higher education in proportion to their presence in the general population, 1.5 percent of all entering freshman in 1980 were Hispanics, 55 percent dropout and discontinue postsecondary education in the first year (34 percent of non-Hispanics dropout); highest unemployment rate is among Hispanics: probably due to language barriers, also attributable to lack of marketable skills.

Education is the primary avenue for upward social and economic mobility.

Innovative methodologies and new perspectives in education should be created to make higher education accessible to Hispanics (who will be largest minority in the United States by 1990).

PURPOSE AND MISSION

To provide junior college-level instruction in the arts, sciences and applied sciences; with special emphasis on adult students of Hispanic origin in compliance with guidelines and standards of the Illinois Board of Higher Education; American Association of Community and Junior Colleges; North Central Association of Colleges and Schools; and other recognized professional and educational organizations.

GOALS

To develop higher education opportunities for community residents with emphasis on those of Hispanic origin who are capable of college-level achievement.

To promote and motivate the fullest educational development of each student.

To develop and promote student identification with the highest ideals of American democratic citizenship.

To stimulate the intellectual and cultural life of Hispanic students within the context of a bilingual environment.

To provide opportunities for Hispanic students to acquire competencies which are responsive to the demands of a rapidly changing society; To provide opportunities for adult students to learn marketable skills that will enable them to compete more effectively in the American society; To develop a high quality academic program in which students may earn credits which will transfer without condition to senior colleges and universities.

OBJECTIVES

To implement a college entrance examination system that focuses on classification and placement, rather than selection, of students.

To implement a junior college curriculum that utilizes, as a basis for the new learning in the American educational system, that which students have previously learned in their native countries.

To recruit a corps of committed faculty, with acceptable credentials, with successful teaching experience, and with knowledge of American and Spanish cultures and languages.

To recruit students according to the projections of the 6-year plan approved by the Board of Trustees in 1981.

To implement a compenatory curriculum for students of educational reenforcement.

To achieve candidacy status in 1982, and full accreditation by September, 1987, through the North Central Association of Colleges and Schools.

To develop an accreditable Learning Resources center by September, 1985.

[The first two objectives have been met (by August, 1981) and are continually under assessment and review.]

[The third and fourth objectives have been met (by August 30, 1981); 587 students enrolled for the Fall, 198,, Semester. A pool of more than 70 highly qualified faculty have been recruited.]

[The compensatory curriculum will be implemented at the beginning of the Fall, 1982, Semester. It will be continuously reviewed and assessed.]

[Application for candidacy status with the North Central Association has been made.]

METHODOLOGY

Unique, innovative, learner-centered: all of the following elements are equally essential:

A. Teaching method.—Phased [or, Transitional; or, Progressive] Bilingual Instruction; facilitates the transfer of learning from Spanish to English from Hispanic to American culture; and facilitates the integration of that which was previously learned in Spanish with that which is now being learned in English.

B. Curricular method.—Collegiate function—for those who intend to transfer to senior colleges. Career function—for those intending to up-grade their employment. Compensatory function—for those in need of educational review Facilitates the transfer of learning based on individual tutoring and guidance.

C. Placement examinations.—Spanish language, English language, mathematics test for classification and placement—not for selection or admission.

D. Spanish language enhancement.—Enables the learning of English: adults not proficient in spoken and written Spanish have difficulty learning English as a second language.

E. Intensive English language instruction.—Facilitates the phased bilingual instruction method.

F. Academic guidance and counseling for all students.—To assist students in making appropriate educational choices according to their capabilities, interests, and opportunities; and jointly by instructors, administrators, and trained counselors.

G. Local community instructional sites.—To facilitate Hispanic higher education through community education; to make postsecondary classes physically accessible

to neighborhood residents; and to motivate Hispanic adults to pursue additional classes at the main campus.

H. Follow-up and student contact.—To motivate individual students through individual contacts; and to encourage class attendance and resolve problems (academic, family, and work).

I. Ancillary services.—Nursery for children under 12 years while parents attend class. Counseling: marital, psychotherapy, pastoral.

IMPACT

A. Local.—1. Enrollment and retention: 1981/82—the first academic year—1,255 enrolled average age: 30 years; 58 percent women; 79 percent independent and self-supporting; 26 percent attrition rate (nationally, 55 percent for Hispanic students), 1982/83: more than 1,000 new applications for admissions.

2. Articulation agreements (in lieu of accreditation) Negotiated with North Park College, Northeastern Illinois University. In process with Mundalien College, DePaul University, University of Illinois at Chicago Circle, Roosevelt University.

B. National—1. U.S. Department of Education's Fund for the Improvement of Post-secondary education has awarded a grant to implement the Programa Podemos (The "We Can" Program), the compensatory education portion of the student services program.

2. Methodology has been independently corroborated by the Ford Foundation Commission on Higher Education of Minorities (Chronicle of Higher Education, February 3, 1982):

The Commission recommendations in the following areas have already been implemented by St. Augustine College: Placement testing; tutoring; intensive counseling and guidance; bilingual/bicultural faculty, administrators, and advisors; minority women in authority positions; Social and family services; academic transfer functions; and Student services.

FINANCES

Achieved operation in the first fiscal year with a balanced budget.

Sources of funds: (1) Tuition and tuition reimbursement (Illinois State Scholarship awards); (2) Non-tuition resources:

1981-82:	
Borg-Warner Foundation	$6,000
Coalition for Human Needs Commission of the Episcopal Church	12,000
Continental Bank Foundation	3,000
Patrick and Anna Cudahy Fund	10,000
Harris Bank Foundation	5,000
H.B. Fuller Co.	1,500
Church of the Holy Comforter (Kenilworth)	1,000
Ladies of Christ Church (Winnetka)	5,000
Natural Gas Pipeline Co.	1,000
Oscar Mayer Foundation	1,000
Peoples Gas Co.	1,500
St. Augustine's Church (Wilmette)	1,000
1982/83:	
Borg-Warner Foundation	5,000
Coleman Foundation	5,000
Episcopal Church Center (New York)	50,000
Joyce Foundation	50,000
Fund of the Improvement of Postsecondary Education (U.S. Department of Education)	58,000

Mr. SIMON. May I ask you one short question: Have you applied for title III funds?

Reverend PLAZAS. Yes; we have. That is set out in the prepared statement.

Mr. SIMON. We thank the three of you very much.

STATEMENT OF STEPHEN V. WALSH, PRESIDENT, ST. EDWARDS UNIVERSITY, AUSTIN, TEX.

Mr. WALSH. The full text of my testimony, the thrust of it is turning access into success. The program and the institution that I serve is CAMP, the college assistance to migrants program.

An essential part of my thrust is that institutions must change and they must be more concerned with the exit criteria and less concerned with entrance criteria. There is evidence of a revolving door.

I will concentrate on the results of this program. We serve the most underrepresented segment in the American population, the children of seasonal and migrant farmworkers.

The results, in terms of their achievements, 90 percent finish the first year; 80 percent have gone on to the sophomore year; more than 70 percent graduate from college.

A survey of 500 graduates, migrant graduates at St. Edwards and Pan American University, indicates their earning power is 2½ times that of their parents when they entered college, and they have returned to the Public Treasury all the money in taxes that was ever invested in them.

Fifteen percent have gone to graduate school. One is a graduate of the Georgetown Law School; one is enrolled at Baylor Medical School; two are in doctoral programs at the University of Michigan and Notre Dame.

We are a private-sector institution and we have found considerable private support to ease the cuts in the Federal budget. The motivation for giving is various. First, some corporations have had problems identifying a specific program for Hispanics with a long record of success; and second, corporations have a vested interest in terms of their own job recruitment programs.

Despite these results, I am unhappy to inform you that this program, the college assistance to migrants program, and the high school equivalency program are not part of the recommended Department of Education budget for 1983 and 1984, and even though in total, it is only a $6 million line item.

But despite this, with or without Federal funds, our institution will continue to provide not only access but opportunity for its success to this population.

Thank you.

Mr. SIMON. Thank you very much. Also, thank you for your impressive work.

[The prepared statement of Stephen Walsh follows:]

PREPARED STATEMENT OF DR. STEPHEN V. WALSH, C.S.C., PRESIDENT, ST. EDWARD'S UNIVERSITY, AUSTIN, TEX.

Mr. Chairman, and members of the subcommittee, my name is Stephen V. Walsh. I am a member of the Brothers Society of the Congregation of Holy Cross and President of St. Edward's University. I am pleased to appear before you this morning in order to reflect on my experience as it relates to Hispanic access to higher education.

The thrust of my testimony is turning access into success. There are several steps in the process: recruitment, access, or admission, retention, and degree completion. Put bluntly, getting into college is not to be confused with staying or graduating. The open door frequently turns out to be a revolving door. There is ample data, most recently the 1980 report of "The Condition of Education for Hispanic Americans," which affirms this phenomenon of the revolving door.

For example, only 2 percent of all bachelor degrees conferred in 1976–77 were awarded to Hispanics. Other data from the same sources shows clearly that Hispanics are unlikely to complete their college experience after access, even though another study, "The Final Report of the Commission on the Higher Education of Minorities," shows that Hispanic high school graduates were as likely to enter college as their black and Anglo counterparts. Almost 40 percent of Hispanic (as compared with 45 percent of Anglo) high school graduates enter college and yet in 1976, only 7 percent of all Hispanic students earned degrees. By 1980, the percentage of Hispanic high school graduates who entered college and graduated had not increased significantly.

My direct experience is limited to St. Edward's University where we serve one of the most underrepresented populations in American higher education: the children of migrant and seasonal farmworkers. Because we are located in the Southwest and are the home base for most of the workers in the Central migrant stream, these students are for the most part Hispanic. Our program is the College Assistance Migrant Program (CAMP) and was funded first by the Office of Economic Opportunity in 1972 and 1973, then by the Department of Labor and since 1980, by the Department of Education. For this year, 6 CAMP programs have been funded: two in Texas, two in California, one in Washington, and one in Oregon. There is a companion precollege program called the High School Equivalency Program (HEP), 19 sites funded this year, which has an identical funding history and provides for the completion of the GED for migrant high school dropouts. But rather than summarize collective statistics from the 6 CAMP programs, I will concentrate on the efforts of St. Edward's University.

Because the population we serve is the most underrepresented in higher education, we had slight reason when we began in 1972 to believe that access would result in success even when compared with the success rates for the overall Hispanic population. Consider the challenges we and they have had to overcome.

Challenge 1.—The level of educational achievement of migrant high school students was the lowest of any subgroup in the Southwest.

A. In 1972, there were more migrant GED graduates than migrant high school graduates.

B. In 1972, of every 100 migrant students who started high school less than 20 earned a diploma. Male migrant high school students were dropping out at the sixth month of the ninth grade and females dropping out at the second month of the tenth grade.

C. In 1972, of every 100 migrant students who started college only one would complete a 4-year degree.

Challenge 2.—High school migrant students had fewer educational opportunities than any other subgroup in the Southwest.

A. In 1972, there was no linkage between high schools enrolling migrant populations and any college or postsecondary vocational programs.

B. In 1972, of the 56 secondary schools in Texas which had received monies for migrant programs, only 27 had actually implemented a separate special program.

C. In 1972, high schools that enrolled migrant students had fewer books per student in their libraries than did nonmigrant high schools.

D. In 1972, high schools serving migrant students had fewer science laboratories and other special facilities than nonmigrant high schools.

E. In 1972, high schools enrolling migrant students were less likely to be accredited than nonmigrant high schools.

F. In 1972, teachers working in high schools serving migrant students were far less likely to be certified than teachers working in nonmigrant high schools.

G. In 1972, migrant high school students averaged 7 months in school compared to 9 months for nonmigrant students. Migrants entered late and consequently could not participate in regular orientation programs, lunch programs, health insurance programs, etc. They had fewer opportunities to participate in fall sports, cheerleading, honorary clubs, and student government; their parents were not reached by PTA and booster club membership drives.

H. Of critical importance, migrant high school students entering school late were less likely to be issued text books because either all copies had been issued, or unissued textbooks returned to the district warehouse.

I. Migrant high school students were far more likely to be enrolled in a general high school curriculum than in a college preparatory or vocational preparatory course.

Challenge 3.—The litany of difficulties facing migrant high school graduates as they enter college was overpowering.

A. As first generation college students they had no tradition of success in college.

B. There was little or no reinforcement from their high schools or the general community to persist in college.

C. All had low standardized placement and achievement test scores.

D. They had low educational aspirations because of their lack of awareness of many of the professions open to them.

E. They had little or no knowledge of proper study habits.

F. Almost all were in need of some kind of health care service.

G. The university environment was new. They had little or no understanding of campus subcultures, value systems, vocabulary, or an understanding of the prevailing cultural bases. Likewise, the college was unlikely to understand their cultural heritage.

H. They were generally older than the traditional freshman.

Challenge 4.—The federal and state system of financial aid for college students worked to the detriment of migrant high school students. That system required that:

A. Parents fill out the application forms in English.

B. Summer earnings be used as part of the student's financial aid assets.

C. Financial aid forms be filed during the migration period.

D. Parents' W-2 forms be submitted when no parent had ever filed for income tax.

E. Students work part time but without providing real assistance in finding a job.

Moreover, the traditional financial aid system in 1972, provided little or no financial aid guidance or budget counseling to assure that students understood the scope of their aid package. All migrant students had a need so high that few universities could or would want to fill their complete package. The system allowed parents to overestimate their limited assets which then prevented students from receiving their fair share of financial aid.

Those were the challenges and these are the results: From September 1972 through May 1982, 1,211 migrants enrolled at St. Edward's (an additional 103 were admitted this fall, constituting approximately one-fourth of our entering freshman class). Since 1972, over 90 percent finished 1 year of college, over 80 percent 2 years of college, and slightly more than 70 percent have either completed a degree program or are still enrolled in college. Not only is their rate of degree completion significantly higher than that of the overall Hispanic population but it is significantly higher than the population of the traditional college students. Because of the work of an extremely dedicated faculty and staff, I am privileged to have conferred more bachelor degrees on migrants than any other college president in this country.

A survey of some 500 migrant students, who participated in CAMP in their freshman year and who graduated from either St. Edward's University or from Pan American University shows that their average entry level salary was $14,600, approximately 2.5 times the total income of their families when they entered college. We estimate that about 26 percent of their income goes to local, state, and federal taxes. A rough compilation indicates that these CAMP graduates alone will have paid $2 million in new taxes. In short, these graduates have already returned to the public treasury more dollars than was invested in their education by the 2 CAMP programs. Among their number are teachers, social workers, self-employed entrepreneurs, probation officers, accountants, and managers; an increasing number are entering graduate and professional schools. In this last group are a graduate of Georgetown Law School, a Ph. D. in Labor Economics from the University of Michigan, a Ph. D. candidate in Economics at the University of Notre Dame, a first year student at Baylor Medical School, and students at the University of Texas Dental School.

These results indicate that there is an alternative to the revolving door. In 1976, the St. Edward's University CAMP was one of nine programs for underprepared students (the others were at Bronx Community College, California State College at Fullerton, the College of Staten Island, the Institute for Services to Education, Malcolm-King: Harlem Extension University, Marquette University, Southeastern Community College and the University of Florida) chosen by the Fund for the Improvement of Postsecondary Education (FIPSE) as part of their National Project II: "Alternatives to the Revolving Door". This was a demonstration-research project to define the unique characteristics of successful programs for underprepared students. The results were disseminated to over 1,200 educators who attended three national conferences. These characteristics are:

a. A strong congruence between the students' needs, the program goals and the institutional mission. This comes out of the values formally espoused by the institutions' mission statement and is frequently a result of historical connections with one or another religious organization.

b. Greater emphasis on faculty teaching than on research.

c. A strong, initial locus of identity for program students.

d. Placement of the program in the organization such that the project director has some input into the highest levels of university administration; input is the critical variable, not decisionmaking power.

e. It appears that there is always some sort of payoff to the institution for hosting the program. In all cases, this institutional self-interest (hopefully enlightened) is an essential precondition to enduring institutional investment in the program.

f. The starting point for all planning tends to be the student, not institutional needs.

In the contest of these institutional characteristics, the CAMP program itself is designed to meet the challenges defined earlier. Essentially CAMP is a highly prescriptive freshman year support program. While students are enrolled in the regular on-going freshman courses, they are likewise required to meet all the program requirements carried out in the various components of the project.

These program components are:

1. Recruitment: the program hires its own admission counselor to work with some 238 referral agencies throughout the country.

2. Orientation: all CAMP students must attend a precollege summer enrichment program to develop effective study skills and to enhance writing, math, and reading skills.

3. Advising: all students are interviewed prior to the beginning of their studies at St. Edward's to review the adequacy of their programs and plans.

4. Tutoring: the tutoring program is mandatory in all courses taken; i.e., first semester students are required to attend four hours of tutoring per week.

5. Counseling: all students are required to meet bi-weekly with both professional and peer counselors.

6. Financial Aid: first year CAMP students are all awarded full need financial aid packages.

7. Budgeting: students must submit monthly budgets in order to receive their allowances.

8. Summer Employment: CAMP assists students to find summer employment.

9. Contracts: students are required to accept responsibility for their own actions by signing contracts which cover attendance, punctuality, participation in tutoring and counseling.

10. University Curricular Support: a whole array of competency based, credit bearing courses and labs in reading, math, writing, and listening provide the means for CAMP students to quickly improve their basic skills.

In the final analysis, colleges and universities cannot accept underprepared students without changing. Our experience with the migrants has led us to question all our admissions criteria and to develop new ways of assessing a student's chances for succeeding. For instance, we have learned that high school grades and class rank seem to be the most accurate predictors of college success, not ACT or SAT test scores. We have also learned that family income levels and educational background are poor predictors of college success. We are not a highly selective institution, but neither are we an open admissions one. Frankly, we are much more concerned with exit criteria and have defined or are defining levels of competency in written and oral communication, moral reasoning, analytical and mathematical skills that we will require of our graduates.

When the Children's Television Workshop conceived "Sesame Street", they foresaw its primary audience as the so-called culturally disadvantaged of the inner city. No one was more surprised than they when it literally swept into every home in America and today is seen around the world. We have found the same phenomenon with the support programs developed for our Hispanic migrant students; they work for everybody. They have been replicated, in part and with some modification, for all students. On the other hand, basic skills laboratories designed for all students especially benefit the underprepared student.

We know more about teaching as a result of admitting these new students, we have become more conscientious about teaching and learning. These students have forced us to reflect on our goals and how we try to accomplish them. With such a diverse student body that does not have a shared common experience, much less shared basic competencies (another circumstance which seems to apply to our traditional students as well), we have obviously met with some frustration and are reexamining some of our previously unquestioned assumptions. A prime example is our remarkable four year writing program which has merited considerable national attention and which could easily be replicated in any high school or college in the country.

Finally, during the past year we have received significant support from the private sector to offset federal budget reductions. The Dayton-Hudson Corporation, TARGET stores, B. Dalton Bookstores, the General Mills Foundation, Pillsbury Foundation, the ARCO Foundation, and the Meadows and the Hogg Foundations have all made gifts in support of our migrant program. There are various motivations for this support. Some have a general commitment to supporting programs for Hispanics but until now have had difficulty identifying a specific postsecondary program with a sustained record of success. Others are interested in order to enhance their corporate job recruitment. Migrants make good employees. Since they are used to working fourteen hour days in the fields, the usual eight hour work day, even with overtime, seems a breeze.

Despite the remarkable academic achievement of these students, despite their significant contribution as new taxpayers, despite the successful definition of an effective model of an alternative to the revolving door and despite growing private sector support, I must inform you that CAMP and HEP ae not part of the recommended Department of Education budget for 1983-84; and even though the total annual expenditure for all six CAMP programs is only $1.2 million with another $5 million required to fund the 19 HEP programs.

I can assure you that St. Edward's University expects to continue its commitment to provide both access and the opportunity for success to migrant students. Our efforts are modest when you consider that of the 600,000 migrants enrolled in the public schools and only 13 percent will complete the 8th grande and less than 20 percent of those who enter high school will graduate. We have committed ourselves to meet the needs of our region and there is no one more worthy of our energy than these migrants; they have given us the opportunity to realize our highest potential by making a real difference in their lives.

Mr. SIMON. Maria Tukeva.

STATEMENT OF MARIA TUKEVA, MULTICULTURAL CAREER INTERN PROGRAM, WASHINGTON, D.C.

Ms. TUKEVA. Thank you.

In responding to the question posed, I would like to speak from the perspective of an educator working in a special high school program here in Washington, D.C., which is especially designed to meet the needs of Hispanic and other limited-English-speaking youth.

We have found in our experience that the previously cited socioeconomic and linguistic factors are the critical factors preventing more Hispanic participation in postsecondary education.

We have also found the majority of our students, about 70 percent have an overwhelming desire to have a postsecondary education and that this desire, coupled with the appropriate services and approaches can, in fact, impact on the number that do go to college.

Some of the services and approaches that we have utilized that are most effective include workshops and seminars on college application and financial aid; participation in concurrent involvement programs, such as the Hi-Scip; cooperative education activities at the high school level in articulation with college-level programs; advanced placement courses and perhaps most important, intensive counseling and followup.

As a result of the services we have utilized, we have had 56 percent of our graduates go on to postsecondary education, so that I think the response to the question as to the role of the Federal Government would be very clear, the need to provide more resources to programs that have shown effectiveness in increasing Hispanic participation.

Mr. SIMON. We thank you very much.

[The prepared statement of Maria Tukeva follows:]

PREPARED STATEMENT OF MARIA TUKEVA, MULTICULTURAL CAREER INTERN PROGRAM, WASHINGTON, D.C.

In addressing the issue of Hispanic access to higher education, I would like to take this opportunity to present to the Subcommittee on Post-Secondary Education the perspectives of an educator in the Hispanic community here in Washington, D.C.

The figures documenting the lack of Hispanic participation in postsecondary education are indisputable. What needs to be clearly defined are the socio-economic factors which cause this situation; there is also a need to identify the kinds of programs and services which are necessary to address and remedy the problem.

The Multicultural Career Intern Program (MCIP) is a specialized high school program in Washington, D.C. designed especially to meet the academic and career needs of Hispanic and other limited English-speaking youth. Of our 180 students, 75 percent, or 135 are Hispanic.

The following data on our student body provides some insight into the barriers to post-secondary education faced by this population: 90 percent are recent immigrants, having been in this country for 2 years or less; 60 percent live in households with a single head of household; 10 percent have no parents or guardians in this country; only 1 percent have a parent who has participated in post-secondary education; and 67 percent must work while attending high school in order to survive.

Despite these seemingly insurmountable obstacles, we have found that a significant impact can be made on increasing post-secondary education through a comprehensive range of services provided through our high school program.

These include: Intensive and systematic career orientation; planned career experiences at actual worksites; a sequential and intensive instructional program in English as a second language; workshops and seminars on college application, college life, and financial aid; participation in concurrent enrollment programs such as Hi-Scip; cooperative education activities at the high school level in articulation with college level programs; advanced placement courses; and intensive counseling and followup.

Through the provision of the above services, the MCIP has in the three years of its existence, achieved a 56-percent rate of entry into postsecondary education among its graduates.

The following case studies demonstrate the effectiveness of the above approaches:

Mario S. came to the MCIP in 1980 at the age of 17, transferring from a local public high school. Born in the Dominican Republic, he had been in the United States for 2 years. His grades at the time were average, he participated in no extracurricular activities, and was unsure of his career goals. Today, he is attending the University of the District of Columbia, working full time as a computer specialist, and has just received a scholarship for soccer.

Jose came to the MCIP in 1980 shortly after arriving in this country from El Salvador. He spoke no English, and was living with an aunt. The rest of his immediate family was not here. Due to the political unrest in El Salvador, he had been out of school for over a year. Today Jose is a full time student at Georgetown University, having participated in the Upward Bound program. He works part time in the evenings, and will be pursuing a career in political science.

The above descriptions indicate the great impact that can be made on Hispanic and other limited English speaking youth by the provision of the appropriate combination of services and experiences during the critical high school years. We have found that the overwhelming majority of our students, 70 percent, express the desire to attend college. They are simply unaware in many cases of how to proceed, in addition to needing extensive supportive services and followup.

In conclusion, the challenge of increasing Hispanic participation in postsecondary education can be met, but will require the necessary resources to allow successful programs such as the TRIO programs, student aid, and the MCIP to continue.

Jose Longoria.

STATEMENT OF ED MARQUEZ, REPRESENTING JOSE LONGORIA, EXECUTIVE DIRECTOR, LULAC NATIONAL EDUCATIONAL SERVICE CENTERS

Mr. MARQUEZ. I have to express my regrets that Mr. Longoria couldn't be with us today, but he has sent me in his place.

My name is Ed Marquez, and I am basically a teacher from southern California, recently relocated here in Washington to be working with the Educational Service Center.

The tenor of my 2-minute highlights will not be about need. I think that has been discussed enough here, but right now, I do think we need to underscore the need for counseling programs.

Financial aid is available, but without the information being disseminated, a lot of people are not going to be able to avail themselves of institutions of higher education.

Currently, 60 percent of all Hispanic undergraduates are attending 2-year universities and certainly that has increased access for Hispanics a great deal.

Unfortunately, I have just uncovered a 12-year study that ended in 1982 that indicates that people who attend 2-year institutions, 50 percent of them are likely to drop out, as opposed to 4-year institutions, where it would only be 28 percent.

It is not an indictment of the quality of education you will get at a 2-year college, certainly, but the fact that 60 percent of Hispanic undergraduates are attending those institutions coupled with the dropout rate is alarming.

You are going to see a lot fewer of them complete their education.

Currently, 45 percent is being proposed as a cut for TRIO programs including the elimination of EOC's and Talent Search. I really feel this would be a shame, it would be a regression.

When the LULAC National Education Service Center entered the program under the Department of Education, we increased the number of Hispanics being served under Talent Search by 33 percent.

Though our numbers have remained constant, that number is now 41 percent.

Thank you.

Mr. SIMON. We thank you.

[The prepared statement of Jose Longoria and Edward Marquez follows:]

PREPARED STATEMENT OF JOSE L. LONGORIA, EXECUTIVE DIRECTOR AND EDWARD MARQUEZ, RESEARCH ASSISTANT, LULAC NATIONAL EDUCATIONAL SERVICE CENTERS

Mr. Chairman, members of the subcommittee, we appreciate the opportunity to appear before you today to share our views on the issue of access and opportunity in higher education for Hispanic students.

It is difficult to disentangle the educational problems from Hispanic political disenfranchisement, inasmuch as educational policy is political both at local and higher levels—neither level at which Hispanics have control of political institutions, even in geographic areas in which they are the majority. Also, the conditions of Hispanic education are not widely known or employed as policy initiatives to better the condition of Hispanics in education.

Any examination of access of Hispanics into higher education must include a look at high school graduation rates, particularly for Hispanics. In the 18–24 year old group, 54 percent of Hispanics had graduated from high school in 1980. This compares to 83 percent for white, non-Hispanics. Since this indicates a smaller pool of potential college entrants, it is expected that college enrollment rates will be lower for Hispanics (16 percent) than for whites (26 percent) based on total population. When coupled with the fact that from 1975 to 1980, the percent of Hispanic high school graduates dropped 4 percent, the problem of underrepresentation in institutions of higher education is exasperated ("The Condition of Education," 1982. p. 118).

The popular belief that access to postsecondary education has improved for Hispanics must be viewed with guarded optimism. While it can be quoted that from 1978 to 1980 there was an increase in numbers (12 percent for undergraduates, 15 percent for graduates, 22 percent for first-professional degrees), college enrollment as a percent of the Hispanic population dropped from 20.4 percent to 16.1 percent. Compared to the degrees earned by all students on the U.S. mainland, Hispanics earned 4.2 percent of associate degrees, 2.2 percent of Bachelors degrees, 1.8 percent of Master degrees, 1.3 percent of Doctorate degrees, and 1.9 percent of First-professional degrees. This is not a strong display of the purported success for Hispanics) ("The Condition of Education," 1982, pp. 132-134; NCES, OCR, Earned Degrees Survey, 1978-1979, special tabulations).

"Access" can also be measured by the type of institution attended. Distribution data show that Hispanics are concentrated at the less prestigious and less well funded institutions and, in fact, very few institutions. These students are concentrated in 2 percent of the collegiate institutions in the country, none of which has a historical mission to serve Hispanics. (Condition of Education, 1978).

The maldistribution of Hispanics into low-selectivity colleges clouds the issue of access to higher education. Although the selection of a college with an "open-door" admission policy does not indicate an inferior quality of education, a twelve-year study of freshmen entering college with the stated intent of receiving a baccalaureate degree has revealed striking data. These freshmen, entering 2-year institutions, dropped out at the rate of 57 percent compared to 28 percent for those entering 4-year institutions (Cooperative Institutional Research Program, 1982). These figures are particularly significant when it is realized that nearly 60 percent of all Hispanic undergraduates enroll in 2-year junior colleges ("The Dilemma of Access," 1979, Table 2.11).

This should accentuate the difficulty in providing a good counseling experience for Hispanics. Certainly 2-year institutions are capable of providing qualitatively beneficial programs of study that not only accommodate the nontraditional student that opts for part-time or evening coursework, but allows many of these students to subsidize the cost of education through employment. Other factors must be considered here.

It has been noted by researchers that the increased accessibility of 2-year institutions is not without loss of benefits. Students of 2-year colleges, besides being less likely to attain baccalaureate degrees, are less likely to have campus residential experiences, are less likely to be exposed to high quality faculty and, most significantly, are recipients of less public educational subsidy (Olivas, 1975, pp. 170-181).

Issues surrounding cultural need were recently addressed by the Institute for the Study of Educational Policy.

"Minorities in Two-Year Colleges: A Report With Recommendations for Change," suggests the following principles:

1. Need based programs of financial aid to minorities must be matched by an equally vigorous program to disseminate financial aid information. This should be accomplished at the same time as recruitment and admission. Use of both formal and informal minority and community information channels is recommended.

2. It is imperative that parents of minority students are offered assistance in the completion of appropriate forms, especially if the community is bilingual.

3. Financial aid officers should design financial aid packages that will not require minority students to incur debts at higher levels than majority students (1979).

From the data presented, it has been made obvious that access to postsecondary education for Hispanics is as important an issue today as it was when TRIO programs were created.

These programs, designed to increase access, have had a significant impact on the number of students receiving assistance. Yet the Administration has proposed slashing by 45 percent in fiscal year 1983, the funds for these programs. In addition, the Administration is proposing the elimination of two programs, Talent Search and Educational Opportunity Centers. These are informational delivery systems which become more crucial with the increased complexity and additional paperwork required for poor students to receive aid. These two programs in the 1980-81 academic year assisted approximately 20 percent of all minority freshmen enrolled in college.

Several of the earlier-noted characteristics of the Hispanic population over-agedness, concentration in two-year colleges and a small number of institutions, coupled with the lack of an historically-Hispanic college network, and few professionals in institutions have been addressed by governmental education policies, but not by program administration that could significantly improve the situation for Hispanic students. This is demonstrated by Hispanic participation rates.

While it can be said that minorities have benefitted from TRIO programs, Hispanic need for services continues to expand. Participation rates remained constant (18 percent to 20 percent) from 1971–77, as did the program funding. In the 1978–79 program year the participation rate for Hispanics in Talent Search rose sharply from 19 percent to 24 percent. Although the following program year sustained the increase, these gains have eroded. For example, in 1978, the LULAC National Educational Service Centers became part of the Talent Search network. In that year, Hispanic participation increased approximately 13,000, from 27,288 to 40,173. Since that time, LNESC has maintained a constant participation rate of over 15,000. In 1978–79, LNESC comprised 33 percent of the total number of Hispanics served by Talent Search. In 1980–81, the same number (approx.) equals 41 percent.

The total percent served from 1978–81 has dropped from 24 percent to 21 percent. The primary reasons are decreased funding and the elimination of a number of community based organizations that have historically served Hispanics. It is common knowledge that financial aid opportunities have increased for all students. It comes as no consolation to Hispanics and other disadvantaged populations if there are fewer programs for the dissemination of the information.

For Hispanic students in general the policies advocated by the Administration would contribute to:

A reduction in the gains in access to higher education. From 1970 to 1978, Hispanic full time undergraduate enrollments rose from 2.1 percent to 3.5 percent of all students (98,453 to 196,541). The 1980 data reflect a leveling off in the numbers and a decline in the percentage of the total students.

A greater dependency on low-cost community colleges. In 1976, 45 percent of all Hispanic full-time students were enrolled in 2-year colleges. A two-tier system—one for the poor and one for the rich—would prevail. The nominal gains in increasing "choice" among institutional types would suffer a setback.

A denial of higher education opportunities. Pell grants can supply only up to one-half of the student's cost of attending. With the proposed elimination of the SEOG and SSIG, no new capital for NDSL, and reduction in CWSP, Hispanic families whose 1976 median income was $10,259 will be hard pressed to finance the other half. Loans will become unattractive for the middle income and difficult to acquire for the low-income student.

During our past industrial era, an individual could adequately function with a high school education or less. Today, the technological advances demand a higher level of education. Thus, society has a moral responsibility to afford its younger members the opportunity and to provide the necessary resources to ensure maximum productivity when the time comes for them to fulfill these expectations. Application of this belief without regard to race, color, or sex is a true commitment to equal opportunity.

Thank you.

TALENT SEARCH FINAL PERFORMANCE REPORT, FISCAL YEAR 1979–80

	Funding level	Number of clients	Number of Hispanics	Percent Hispanics	Cost per client
Arizona: Youth Development, Inc	$95,314	1,027	698	68	$93
California:					
California State University—Fullerton	135,235	873	407	47	155
California State University—Long Beach	146,768	2,306	1,047	45	64
California State University—Los Angeles	105,778	1,307	644	49	81
Libre Inc. of Tulare County	58,817	503	481	96	117
LULAC Educational Service Center:					
Pomona	109,128	1,367	1,098	80	79
San Francisco	84,725	1,150	703	61	73
Sacramento Concilio	68,450	357	166	46	192
United Council Spanish Speaking Organizations	104,054	1,107	470	42	94
Colorado:					
Colorado Migrant Council	109,539	1,524	1,097	72	72
LULAC Educational Service Center, Colorado Springs	118,672	1,823	1,214	67	65
SER—Denver	81,007	1,039	449	43	78
District of Columbia: LULAC National Educational Service Centers	1,252,984	14,390	10,082	70	81
Florida: Miami-Dade Community College	69,600	1,137	365	32	61
Idaho: Idaho State University	79,132	824	260	32	96
Illinois:					
Aspira Inc. of Illinois	176,748	1,736	1,448	83	102

TALENT SEARCH FINAL PERFORMANCE REPORT, FISCAL YEAR 1979–80—Continued

	Funding level	Number of clients	Number of Hispanics	Percent Hispanics	Cost per client
LULAC Educational Service Center: Chicago	$99,149	1,283	1,224	95	$77
Indiana: Assoc. Latina de Servicios Ed	75,828	1,387	996	72	55
Kansas: LULAC Educational Service Center, Topeka	85,207	1,361	919	68	62
Massachusetts:					
Hispanic Office Planning and Evaluation	132,917	1,172	339	29	113
University of Lowell	83,959	1,017	261	26	83
Michigan: Wayne St. University-Higher Educational Opportunity Center	131,753	6,987	268	4	19
Mississippi: Northeast Mississippi Junior College	63,036	1,000	237	24	63
New Jersey: Aspira Inc. of New Jersey	115,631	3,169	2,756	87	36
New Mexico:					
Eastern New Mexico University	113,892	719	248	34	158
Eight Northern Indian Pueblos	131,901	1,486	328	22	89
LULAC Educational Service Center, Albuquerque	87,250	1,647	1,303	79	52
New York:					
Aspira of New York, Inc	182,627	600	499	83	304
Columbia University	92,463	559	123	22	165
CUNY-Bronx Community College	103,267	687	292	43	150
CUNY-Medgar Evers College	103,249	1,623	317	20	64
E. Harlem College and Career Counsel Program	114,977	623	309	50	185
NSSFNS-New York	110,272	962	348	36	115
Staten Island Continuation of Education Inc	84,823	1,000	264	26	85
SUNY-New Paltz	107,244	1,166	193	17	92
TIP Neighborhood House	146,531	653	297	45	224
University Settlement	103,900	1,038	384	37	100
Ohio: Cuyahoga Community College	112,446	2,078	231	11	54
Pennsylvania:					
Aspira Inc. of Pennsylvania	97,811	1,500	357	24	65
LULAC Educational Service Center, Philadelphia	79,339	1,003	593	59	79
Texas:					
Austin Community College	67,531	1,032	443	43	65
Bee County College	60,523	807	420	52	75
Laredo Junior College	46,355	747	695	93	62
Learn Inc	152,220	1,648	972	59	92
LULAC Educational Service Center:					
Corpus Christi	100,434	1,532	1,288	83	65
Houston	86,910	1,402	837	60	61
Paul Quinn College	43,632	1,177	225	19	37
Project Stay Inc	169,767	2,273	1,852	81	75
SER—El Paso	164,372	4,075	3,361	82	40
Student Center Social Involvement	93,557	1,919	1,825	95	49
Washington:					
Central Area Citizens Committee	85,048	1,073	129	12	79
Northwest Rural Opportunities	83,180	443	380	86	188
LULAC Educational Service Center, Seattle	81,360	1,200	301	25	67
Puerto Rico:					
Aspira Inc. de Puerto Rico	190,664	1,503	1,503	100	127
World University	114,053	1,500	1,500	100	76

TALENT SEARCH FINAL PERFORMANCE REPORT, FISCAL YEAR 1980–81

	Funding level	Number of clients	Number of hispanics	Percentage of hispanics	Cost per client
Arizona: Youth Development Inc.	$96,301	1,025	657	64	$94
California:					
Americans for Indian Future-Trad	148,647	2,026	441	22	73
California State University-Long Beach	141,634	1,722	717	42	82
California State University-Los Angeles	95,468	1,132	494	44	84
Imperial Valley Community College	58,250	552	402	73	106

TALENT SEARCH FINAL PERFORMANCE REPORT, FISCAL YEAR 1980–81—Continued

	Funding level	Number of clients	Number of Hispanics	Percentage of Hispanics	Cost per client
LULAC Educational Service Centers:					
Pomona	$89,750	1,635	1,326	81	$54
San Francisco	78,443	1,257	819	65	62
Sacramento Cecilio	98,004	492	257	52	199
UCLA	102,051	1,233	62	5	83
Volunteers of America of LA	76,001	1,045	326	31	73
Colorado:					
Centro Emiliano Zapata	112,941	1,369	911	67	82
LULAC Educational Service Center, Colorado Springs	100,068	1,702	1,280	75	58
SER-Denver	81,213	1,120	420	38	73
Connecticut: San Juan Center	78,741	607	307	51	130
District of Columbia: LULAC National Educational Service Centers	1,190,000	15,417	10,226	66	77
Florida:					
Miami-Dade Community College	69,818	1,025	230	22	67
LULAC Educational Service Center, Miami	67,513	1,039	889	85	64
Idaho: Idaho State University	85,680	776	323	42	110
Illinois:					
Aspira Inc. of Illinois	169,064	1,625	1,263	78	104
LULAC Educational Service Center, Chicago	90,712	1,520	1,413	92	59
Kansas: LULAC Educational Service Center, Topeka	86,955	1,416	757	53	61
Massachusetts:					
Hispanic Office of Planning and Evaluations	132,687	1,500	434	29	88
University of Lowell	76,041	1,022	275	27	74
Michigan: Wayne State University-Higher Educational Opportunity Center	142,898	6,209	228	4	23
Nevada: University Nevada-Las Vegas	77,577	1,024	203	20	76
New Jersey: Seton Hall University	68,052	800	300	38	85
New Mexico:					
Eastern New Mexico University	114,805	762	288	38	151
Eight Northern Indian Pueblos	135,339	774	152	20	175
LULAC Educational Service Center, Albuquerque	87,938	1,235	1,104	89	71
Western New Mexico University	64,162	167	135	81	384
New York:					
Columbia University	90,463	1,002	421	42	90
CUNY-Bronx Community College	100,880	891	384	43	113
CUNY-Brooklyn College	74,423	1,304	379	29	57
East Harlem College and Career Counseling Program	115,306	709	363	51	146
Girls Club of New York	73,831	906	331	37	81
NSSFNS-New York	106,530	913	283	31	117
TIP Neighborhood House, Inc.	138,482	1,106	419	38	125
University Settlement	98,838	1,035	408	39	95
Ohio: Cuyahoga Community College	112,704	2,156	287	13	52
Pennsylvania: LULAC Educational Service Center, Philadelphia	83,341	1,215	546	44	68
Texas:					
Association Advancement Mexican-American	79,378	847	442	52	94
Bee County College	64,863	710	332	47	91
Laredo Junior College	49,576	706	662	94	70
Learn, Inc.	158,557	1,067	482	45	149
LULAC Educational Service Center:					
Corpus Christi	91,638	1,431	1,141	79	64
Houston	85,109	1,606	958	59	52
Paul Quinn College	62,412	1,201	384	32	52
Project Stay Inc.	173,770	2,331	1,892	81	75
SER-El Paso	168,741	4,963	3,892	78	34
Washington:					
Northwest Rural Opportunities	88,682	501	382	76	177
LULAC Educational Service Center, Seattle	83,597	1,361	191	14	61
Puerto Rico:					
Aspira, Inc. de Puerto Rico	184,500	1,951	1,950	100	95
World University	115,012	1,169	1,169	100	98

Mr. SIMON. Diana Sandoval. Your prepared remarks will be entered in the record.

STATEMENT OF DIANA SANDOVAL, STUDENT, UNIVERSITY OF CALIFORNIA, IRVINE, CALIF.

Ms. SANDOVAL. I thank you for this opportunity. What I would like to restate is that I have come to you representing the University of California at Irvine, and I am the president, elected by all the undergraduates of California, of the Associated Students of Irvine.

I have grown up in southern California and I have seven brothers and sisters. I would not have been able to attend a university without such programs as the educational opportunity program—and financial aid.

The educational opportunity program itself includes programs such as student support, special services, et cetera. With those programs supporting me, I have become, as you would say, "a successful student."

I would not have been able to have even moved toward running for president of the Associated Students if these programs were not there backing me up every inch of the way.

With the increases, for example, in the educational fees from $272 in 1979 to $405 presently, it is becoming much more difficult for students to attend the university. With these increases, and the decreases in financial aid and in support programs for students, it is going to be much more difficult for the students to continue at the university.

For myself, I know I will not be able to attend a graduate school if programs such as Federal financial aid are not available.

What I want to leave you with is something that I hope you will keep in mind: We want the opportunity for equality in education, at a quality institution.

Thank you.

[The prepared statement of Diana Sandoval follows:]

PREPARED STATEMENT OF DIANA RAZO SANDOVAL, PRESIDENT, UNIVERSITY OF CALIFORNIA, IRVINE, ASSOCIATED STUDENTS

Mr. Chairman, members of the subcommittee, on behalf of the students from the University of California, I thank you for the opportunity to testify in today's proceedings. I, Diana Razo Sandoval, am the current Associated Student Body President at the University of California, Irvine and I welcome this time to relay some concerns and experiences of the Chicano community.

Growing up in the rural Central Valley of California was both a blessing and a struggle. I say blessing, because hard work and discipline were attributes I developed at a young age, and a struggle because I lost my father at an early age, made it difficult for my family to survive the challenges of each day.

My parents, who were farm laborers, worked in the fields so that eight children could be clothed and fed adequately. In fact, we often worked alongside my father and mother picking grapes or thinning cotton. Who could have known at that time that five or those eight children would one day pursue their degrees at various institutions of higher education.

Such as many other Chicanos in the Southwest, we continue to work vigorously in the fields. However, it is now in the classroom and not exclusively in the fields. We strive to educate ourselves and better the social, economic, and political status of our people. In short, we continue to struggle but unlike days past, we strive for not mere survival but for progress.

I chose to pursue my education at the Irvine campus and thus far my experience has been a beneficial and rewarding one. For example, because of student support programs such as the Educational Opportunity Program and Special Services I am

the first Chicano to be elected president in the 17-year-old history of that University. Also, faculty support and programs such as financial aid supporting my efforts to improve my education, made it possible to conduct an independent study comparing Chicanos from southern California with Mexicans from Mexico City. I, honestly believe that Federal funds and support programs have made my education at a quality institution possible.

Pell grants and work study have accounted for the bulk of my financial resources over the previous 3 years. For example, my first two jobs at the University were work-study positions. In addition, many students from the various Chicano student organizations have benefited from this aid and similar support programs. Students have been motivated to recruit and perform extensive outreach to various organizations such as M.E.Ch.A., Mujeres Latinas, and Chicanos for Creative Medicine in order that they attend college and pursue higher education goals. Many of these students enrolled in college now are financially dependent on financial aid and need support from programs as EOP. However, now these sources are being theatened by the present administration's fiscal policies and overall economy. We believe it is also a change in priorities which totally ignores the need for student support programs and financial need of the Chicano community.

According to figures released on the campus in the 1983 University of California Fiscal Budget: The Education, Training Employment, and Social Services share will be reduced 2 percent. In particular, Federal funding for the Pell grant and the National Direct Student Loan will be reduced 12.5 percent and 9 percent for the University of California by 1983.

At the University of California, Irvine, by 1983, the Pell Grant will be reduced from a 1980 high of 1,700,000 to 1,000,000. Also the Supplemental Grant, NDSL and College Work-Study will be reduced from 1,134,292 to 400,000.

But what does this all mean? Briefly, there is less money for economically disadvantaged students to attend the Universities. We are being forced to attend Community Colleges because of "budget constraints" and program cutbacks in higher education. I am not saying community colleges are not good institutions but the University of California is an institution designed for research and quality teaching. Thinking back I wonder—would I have had the opportunity for an education at a University without financial aid and support programs? NO—although my family worked hard in the fields, our income would not have been sufficient to support one college student much less five. Without support programs to aid me in a crisis I would have failed my classes.

At the University of California, Irvine, many members of the Chicano population will not be able to attend college if these cutbacks are enacted.

At the 1982 Chicano graduation 50 students participated in the ceremonies and most expressed goals of pursuing post-graduate studies in various fields if financial aid and student support programs were available. As a example of the number of students who continue their education in graduate programs—in 1980 there were 24,246 Hispanics enrolled in graduate programs, in the states and D.C., for 2.2% of all graduate enrollment. The opportunity for a future in higher education is not such an attainable goal any more, for members of the Chicano community.

In addition, at the University of California, Irvine, the educational fees have increased, i.e. since 1979 the educational fees have increased from $272 per quarter to $405 per quarter which is a 30-percent increase. Along with this increase are decreases in financial aid and support programs. It is becoming increasingly difficult for a student to attend a University if there is a lack of support programs and financial aid available.

I hope what I have said means as much to you as it does to me. Our path in education have been a struggle, yet we are a people who are saying: "We want the opportunity for quality education at a quality institution."

Mr. SIMON. We thank all of you very much. My apologies again to all of the witnesses for the situation that has developed. I hope you will understand.

Let me add that our subcommittee intends to follow through on this. Precisely what we are going to do and where we are going to go is unclear, but we believe that you have been discussing one of the more important questions in higher education in this country today, and we appreciate your being here, and your testimony.

Mr. CORRADA. Mr. Chairman, I would like to secure permission—yesterday, we had a panel on education where different panelists

came. Mr. Rafael Magallan presented a paper on behalf of the Hispanic Higher Education Coalition, which I thought had a lot of very interesting material on postsecondary education.

With your permission, I would like to include in the record of these hearings the statement of Mr. Magallan, and an attachment to that statement.

Mr. SIMON. That will be entered in the record.

[The prepared statement of Rafael Magallan follows:]

PREPARED STATEMENT OF RAFAEL MAGALLAN, ON BEHALF OF HISPANIC HIGHER EDUCATION COALITION

INTRODUCTION

The condition of Hispanic participation in postsecondary education is poor and continues to need critical attention. The illusion of improved access has militated against necessary changes in existing systems. Hispanic students still find themselves underserved by programs developed to correct inequities and inadequately served by the current idea that inequities no longer remain.

To the degree that federal programs influence institutional behavior and to the degree that institutional advocacy influences federal policies, these barriers form a cycle difficult to break without specific policy or program intervention.

THE CONDITION OF HISPANIC EDUCATION

It is an assumption of many scholars and researchers familiar with the Hispanic community that Hispanic education issues have not been sufficiently examined even by equity researchers or bilingual educators, for systemic and structural disadvantages facing Hispanics learners are so great at all levels of education and so intertwined with Hispanics' political powerlessness that the disadvantages are rarely fully understood. It may be impossible to disentangle the educational problems from Hispanic political disenfranchisement, inasmuch as educational policy is political both at local and higher levels—neither level at which Hispanics have control of political institutions, even in geographic areas in which they are the majority. However, the focus of this presentation is upon the inability of school districts to educate Hispanics students, rather than upon the scarcity of Hispanic elected board members, and upon the difficulty of colleges to recruit and graduate those relatively few Hispanics students who survive K-12. It quickly becomes evident that the issue of Hispanic postsecondary education is tied to the poor condition of elementary and secondary schooling for Hispanics. The difficulties many Hispanics students face in both K-12 and higher education suggest the necessity of improving the transition between the two systems.

Hispanics children attended more segregated schools in 1980 than was even the case in 1970, when data indicated a higher percentage of Hispanic students attended schools in which minority children were the majority of the student body. A recent report by Dr. Gary Orfield shows dramatic national and regional trends, to the extent that more than two thirds of all Hispanics students were enrolled in public schools in which 50 percent of the enrollment was minority. Hispanic students were far more likely to be in predominantly minority schools in 1980 than Black students in the South.

Hispanic students are far less likely to finish high school or graduate with their age group than are majority or even most minority students. Attrition rates released tend to understate the extent of dropout. The 1980 high school completion rate for Mexican Americans who were 25 years or older was 43.2 percent in comparison with 68.7 percent for Whites over 25. The Hispanics students who did remain in school fell behind their classmates until 24 percent of the 14-20 year olds were enrolled two grades behind their classmates; only 9 percent of white students were 2 years behind their age cohorts.

The Office of Civil Rights' 1980 Elementary and Secondary Schools survey reported that Hispanics had the lowest graduate participation rate for all groups. There were 129,587 Hispanics reported receiving a regular high school diploma during the 1979-80 school year, for a graduate rate of 40.8 (as compared to a 74.8 rate for White students). Although the number of Hispanic high school graduates on the mainland, ages 18-to-24 years old, increased from 1975 (832,000) to 1980 (1,054,000), Hispanic secondary school graduates as a percent of that Hispanic population

(1,962,000) declined from 57.5 percent to 53.7 percent (Anglos had a percent of 82.5 and Blacks 69.7 in 1980).

Another factor to be considered, as pointed out by many educators, is that bilingual education programs remain inadequate in most states, both in the diagnosis of linguistic competence and in the provision of bilingual curricula and personnel. Tests and other instruments have not been developed to measure the cognitive abilities and English speaking abilities of linguistic minority children. However, even when Hispanic children are diagnosed as limited-English or non-English proficient, fewer than half are enrolled in bilingual programs. Further, few classrooms have Hispanic teachers; in 1979, only 2.3 percent of all full-time public elementary school teachers were Hispanic; 1.8 percent of all full-time secondary school teachers were Hispanic. Until the number of Hispanic educators is increased, bilingual programs and school systems will be unable to fully respond to bilingual children's needs.

The difficulties of school systems to meet the needs of Hispanic students are reflected in postsecondary institutions, where to quote Dr. Michael Olivas, "issues of limited access, discriminatory employment practices, and high attrition disproportionately affect Hispanic students. Although there is a public perception that Hispanic enrollments have greatly increased in recent years, the reality is very different, for Hispanic students have neither attained access into a broad range of institutions nor dramatically increased their numbers throughout the system." For example, from 1970 to 1980 Hispanic full time undergraduate students increased only from 2.1 percent of the total to 3.7 percent. Enrollment data for 1980 showed that Hispanics dropped to 3.5 percent of all full time students in the U.S. Therefore, it is clear that Hispanic enrollments have not shown the growth one would have expected from affirmative action programs, governmental efforts, or institutional efforts to increase minority student enrollments.

While these numbers show that the penetration into postsecondary institutions has not been deep, distribution data show that the access also has not been widespread. Hispanics are concentrated at the less prestigious and less well funded institutions, and, indeed, in very few institutions. In 1980, only 36 percent of white students attended 2-year colleges, while 54 percent of Hispanic students attended these institutions. This maldistribution of Hispanics within the system indicates that a large cadre of Hispanic students seeking a full time, traditional learning experience are doing so in institutions established for commuter, part time students. Two year institutions have increased Hispanic access, but have inherent problems in transfer, part time faculty, residential programs, and funding patterns. Recent research has questioned the equity of such a maldistribution and has suggested that Hispanic attrition is due, in large measure, to the funding patterns and practices that result in Hispanic students having access primarily into 2-year colleges. This impression is borne out by degree award data for 1978–79 which indicate that while mainland Hispanics receive 4.2 percent of associate degrees, thay receive only 2.2 percent of bachelors' degrees, 1.8 percent of master's degrees and a mere 1.3 percent of doctoral degrees.

In addition, Hispanics in college have a higher attrition rate than whites: 57 percent of Hispanic males and 54 percent of Hispanic females fail to graduate, as compared with 34 percent of both white males and females. The concentration noted of Hispanics in 2-year colleges has created a major dilemma of matriculation; Hispanic students are not transferring from 2-year colleges into 4-year institutions in adequate numbers to the population involved. Whereas Hispanics constitute 5.7 percent of 2-year college students, they make up only 2.9 percent of 4-year college students.

Hispanic students do not even have full access into open door institutions, as the 18 Hispanic majority colleges on the mainland enroll 9 percent of all mainland Hispanic students; when the 34 Puerto Rican institutions are included, these 52 colleges enroll 30 percent of all U.S. Hispanic students. Additionally, unlike other minority students who benefit from historically black or tribal colleges, Hispanic students do not have access to a network of historically Hispanic colleges. Therefore, Hispanic students are extraordinarily concentrated in fewer than 2 percent of the more than 3,100 collegiate institutions in the country, and in institutions that have not had historical missions to serve Hispanic students.

To say that the leadership of these schools is non-Hispanic is to understate the case. Today there are 6 Hispanic 4-year presidents, and 16 Hispanic 2-year presidents on the mainland. A survey of 2-year college trustees noted that only .6 percent were Hispanic, while a study of postsecondary coordinating boards found 1.1 percent of the commissioners to be Hispanics. At another level of leadership, little evidence suggests that significant leadership will be drawn from faculty ranks, as only 1.4 percent of all faculty (and 1.1 percent of all tenured professors) are Hispanic, including faculty in Spanish and bilingual education departments. With many Hispanics

employed in special assistant or affirmative action/equal employment staff capacities, even fewer hold substantial policymaking positions.

A notable factor that deserves mention is that economic constraints prevent most Hispanics from considering postsecondary education as an option. In 1980, the median income for Hispanic families was $14,700, while the median income for white families was $21,000 (50 percent higher). While 10.2 percent of white families were below poverty levels, 25.7 percent of Hispanic families were below poverty level; therefore, in a system of education where financial resources make access more likely, Hispanics are at a severe disadvantage. With the average cost of attending a public university being over $2,800 and over $8,000 at a private institution, one can appreciate this dilemma.

Even if formal economic barriers did not preclude Hispanic participation in postsecondary education, informal barriers to success would still prevent significant Hispanic enrollments. As pointed out, the public elementary and secondary school systems into which Hispanic students are placed do not provide adequate attention to cultural and linguistic needs of Hispanic children. Clearly, this situation keeps the pool of Hispanic high school graduates low and provides inadequate preparation to those who do complete their course of study. Furthermore, Hispanic youths are inhibited in their pursuit of higher education by the scarcity of informational structures that would help them negotiate existing barriers. Because high school counselors are rarely able to provide adequate information to Hispanic high school students, these students are left to secure information from whatever source may be available to the minority community, which has little access to financial resources.

Hispanic parents, themselves denied college oportunities, are less likely than majority parents to be able to negotiate information systems for their children. Lastly, existing systems of college access and support services that appear to be equitable on the surface subtly result in inequitable practices. For example some education equity researchers suggest the Master Plan for Higher Education in California has in effect a hierarchical set of barriers for Hispanics seeking to enter the prestigious University of California public system. Existing programs that do provide assess to colleges for Hispanics all too often fail to provide attention and resources to issues of retention and appropriate advisement and counseling once the students are admitted. Confronted with these data, one is forced to concede that Hispanics have not penetrated postsecondary institutions in any significant fashion.

ATTACHMENT TO PREPARED STATEMENT OF RAFAEL MAGALLAN

Although the number of Hispanic high school graduates in the mainland increased from 1975 (832,000) to 1980 (1,054.000), Hispanic secondary school graduates as a percent of the Hispanic population declined from 57.5 percent to 53.7 percent. (Anglos had a percent of 82.5 and blacks 69.7 in 1980).

Only 43.2 percent of Hispanics 25 years and older had 4 years of high school in 1980 as compared to 68.7 percent of whites 25 years and older.

In 1980 7.6 percent of Hispanics 25 years and older had 4 years of college as contrasted to 17.1 percent of whites and 8.3 percent of blacks.

In 1980, 82.5 percent of 18–24 year old whites were high school graduates compared to 53.7 percent of Hispanics.

Hispanic college enrollment as a percent of Hispanic high school graduates declined from 35.4 percent to 29.9 percent from 1975–1980.

Hispanic college enrollment as a percent of the 18–24 year old population fell from 20.4 percent in 1975 to 16.1 percent in 1980.

College enrollment in 1980 for the 18–24 year old white population was 26 percent, while Hispanics comprised only 16 percent.

Of the total college enrollment in the 50 states and D.C. for 1980, only 3.9 percent were Hispanics (471,131).

47.7 percent of all Hispanic college enrollment on the mainland in 1980 were part-time students.

For 1978–79, degrees earned by Hispanics in the 50 states and D.C. included 4.2 percent of A.A., 2.2 percent of B.A., 1.8 percent of M.A., 1.3 percent of Ph. D., and 1.9 percent of first professional degrees.

Although Hispanic B.A. recipients increased (plus 7.3 percent) from 1976–77 to 1978–79, M.A. (minus 15.9 percent) recipients declined in number as a percent of the whole.

For 1980, there were a total of 389,903 undergraduates (full and part time) for 4.2 percent of the total undergraduate enrollment in the 50 states and D.C.

In 1980 there were 221,168 Hispanic full-time undergraduates enrolled, constituting 3.7 percent of all undergraduates enrolled in the 50 states and D.C. (This reflects an increase of 12.6 percent from 1978).

In 1980 there were 255,084 Hispanics enrolled in 2-year colleges in the states and D.C., for 5.7 percent of all 2-year college enrollments. This total accounts for 54 percent of all Hispanic enrollment in the states on D.C.! Only 36 percent of all white students were enrolled in 2-year schools.

There were 216,047 Hispanics enrolled in 4-year colleges in the states and D.C., for 2.9 percent of all 4-year college enrollments.

In 1980 there were 24,246 Hispanics enrolled in graduate programs, in the states and D.C., for 2.2 percent of all graduate enrollment.

In 1980 there were 6,525 Hispanics enrolled in first professional programs in the states and D.C., for 2.4 percent of all first professional enrollment.

Of all full-time enrollments in public colleges and universities, there were 197,507 Hispanics enrolled, for 4 percent of the total in the states and D.C.

Eighty percent of all Hispanic college students in 1980 were enrolled in public institutions.

Although Hispanic 1980 full-time enrollments in both public (plus 10 percent) and private (plus 22 percent) institutions in the 50 states and D.C. have increased since 1978, there has been a decline of Hispanics students as a percent of the whole Hispanic population.

Mr. SIMON. The subcommittee stands adjourned.

[Whereupon, at 11:10 a.m., the subcommittee was adjourned.]

[Material submitted for inclusion in the record follows:]

HIGH SCHOOL EQUIVALENCY PROGRAM,
CATHOLIC UNIVERSITY OF PUERTO RICO,
Ponce, Puerto Rico, September 21, 1982.

Hon. PAUL SIMON,
Chairman, Subcommittee on Postsecondary Education,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: As President of the National HEP/CAMP Association, I am presenting herein a written statement for the Hearing sponsored by the Subcommittee on Postsecondary Education regarding "Hispanic Access to Postsecondary Education". I wish to respectfully request that this statement be included as part of the record of said hearing.

I am also including thirteen copies to be distributed to the honorable members of the Subcommittee.

Thank you very much for your kind attention to this matter.

Respectfully yours,

CARLOS A. GUFFAIN,
President, National HEP/CAMP Association.

Enclosure.

PREPARED STATEMENT OF CARLOS A. GUFFAIN, PRESIDENT, NATIONAL HEP/CAMP ASSOCIATION

In early 1967, Mr. Celebreeze, former Secretary of Health, Education and Welfare stated:

"Migrant agricultural workers are often described as America's forgotten people and their children referred to as the most educationally deprived group of children in our nation. They enter school late, their attendance is poor, their progress is slow, they drop-out early, consequently, their illiteracy is high. Studies indicate that most migrant children are far below grade level and that their school achievement is usually fourth grade."

In that year, Title III of the Economic Opportunity Act of 1964, was amended to provide the necessary resources to remedy this educational disparity. The Migrant Division of the Office of Economic Opportunity created, in 1967, the High School Equivalency Program. This Program (HEP) prepares the farmworker youths, who have dropped out of school, to obtain the high school equivalency diploma, and through keen career counseling and effective placement services, provide these youths with a meaningful employment and/or further training leading towards the attainment of their career goals. However, statistics demonstrate that, even the ordinary high school graduate of a farmworker family, for economic, cultural, and educational reasons, could not compete favorably in a college situation, with students of other backgrounds. For this reason, the OEO also created the College As-

sistance Migrant Program in 1972. As HEP assists the farmworker youths in obtaining a high school equivalency diploma, the CAMP assists the farmworker youths in completing his or her first year of college successfully, and assures that they continue in an academic program leading towards a college degree. Together these programs constitute a model for a national postsecondary assistance program for migrant and seasonal farmworker students.

The farmworker youths have lived in an economic, cultural, and educational substrata of our society. In 1979, a statement by the National Education Association before the Subcommittee on Postsecondary Education of the House Committee on Education and Labor, indicated that the average schooling of a migrant farmworker is five years and that less than 10 percent of migrant farmworker youths are graduated from high school through the traditional education system. In 1980, a New York based consultant firm, Clark, Phipps, Clark, and Harris, contracted by the US Department of Labor, completed a study of the HEPs and CAMPs. This study stated that "migrant and seasonal farmworkers may well be the most educationally deprived segment of the American population."

If the migrant and seasonal farmworker youths are to become integrated into the mainstream of our society, they must be given the opportunity, through career training and supportive services, to obtain a secondary and postsecondary education. Latest statistics from the Migrant Student Record Transfer System in Little Rock, Arkansas, indicate that there are over 85,000 migrant students in grades 9–12 and almost 300,000 migrant students between grades kinder through 8. Federal educational support for farmworker families has concentrated on preschool and elementary grade levels. The HEPs and CAMPs represent virtually the only direct federal response to a demonstrable need at the secondary and postsecondary levels.

In terms of ethnic distribution, statistics from reputable sources, such as the US Department of Labor, indicate that more than 50 percent of the migrant population of the nation are Hispanic. Less than 29 percent of rural Hispanic youth obtain a high school diploma. The HEP student population is over 65 percent Hispanic and the CAMP student population is over 90 percent Hispanic. Thus, the HEPs and CAMPs are providing Hispanics' access to the mainstream of secondary and postsecondary educational opportunities.

In order to meet the educational needs of the migrant and seasonal farmworker youth, the HEP's and CAMP's have been university sponsored and provide the following services: Residency/room/board; academic instruction/coordination and advisement; career orientation; recruitment/outreach; orientation/motivation/enrichment; personal and vocational counseling; academic tutoring; job development and placement services; medical/health/emergency/nutrition services; transportation and relocation services; support services; and stipends/grants/financial aids.

Also: Cultural and social enrichment; vocational training; college preparation course; extracurricular activities; active and passive recreation/field trips; followup; survival skills/competency based curriculum; and university service/facilities.

By way of these services, HEPs and CAMPs are working through the educational system towards lessening, changing, and solving many of the social and economic problems (i.e., poor living conditions, uncertain and seasonal employment, health problems and poverty) which migrant and seasonal farmworkers face in this society. HEPs for the past fourteen years and CAMPs for the past ten years are proving that "underachievers" can succeed in obtaining an academic degree as well as a professional and/or technical career, thus becoming a part of the ever demanding labor market as a well prepared and skilled professional.

Because of these programs, Juan Maldonado today is a respiratory therapy technician, Migdalia Valentín is a secretary, Gregoris Iglesias is a licensed social worker, Ventura de Jesús is a teacher, Ismael Pérez is a nurse, Gerardo Vegilla is an accountant, Norma Ruiz is a bank teller, Luis González is a state policeman, Tomas Hernández is a butcher, Haydee Castro is a medical emergency technician, Janet Cales is an X-ray technician, Jorge Serrano is a dental technician, Miguel Crespo is finishing his last year of medical school, and many more. Thousands of disoriented and disadvantaged migrant and seasonal farmworker youths across the Nation have succeeded in casting away the shackles of poverty thanks to a HEP or CAMP. The fruits of this "Harvest of Hope" has been our legacy to this Nation. This has been the federal government's return on its investment.

In 1980, the Clark, Phipps, Clark, and Harris report not only recommended that HEPs and CAMPs continue because they are "effective in meeting its objectives", but also that "HEP should be viewed as the federal government's primary vehicle for improving the rates of high school graduation and employment for migrant and seasonal farmworkers" and "CAMP should be viewed as the primary vehicle for in-

creasing migrant and seasonal farmworker youth's access to postsecondary education".

The present Administration has submitted to Congress a fiscal year 1983 budget which does not include appropriations for the continuation of the High School Equivalency Programs (HEPs) and the College Assistance Migrant Programs (CAMPs). To allow the elimination of these programs would deprive the migrant and seasonal farmworker youths of this Nation the only direct opportunity they have of entering the mainstream of educational opportunities by completing a secondary and/or a postsecondary level education or training. Most affected by this action would be the Hispanic population because of their access to our Programs.

The National HEP/CAMP Association wishes to express its concern regarding this budget and the serious and grave consequences of depriving migrant and seasonal farmworker youths access to secondary and postsecondary educational institutions. If the Congress can annually appropriate $50 million to military bands, it can provide $7 million to a truly needy sector of our population. This is a small and reasonable request. We thank you.